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In an attempt to secure a better understanding of why some males withdraw or refrain from entering the nation's labor force, 99 volunteers were interviewed to: (1) identify by name and address, men who are not in the labor force but who, under some circumstances, would want to work, and (2) develop techniques for identifying economic, social, and psychological reasons underlying labor force non-participation. Of those interviewed, eight were classified as "not in the labor force." Research hypotheses were: (1) Protracted, unsuccessful job searches, restriction of past employment to low-skill and low-status occupations among older unemployed workers, inadequate skills or education of out-of-school youngsters, and/or racial discrimination may produce discouragement and abandonment of active searching, and (2) A non-working male may be classified as "not in the labor force" only because he does not know how to look for work. Recommendations included: (1) further analysis of the forces which relate to the employment, unemployment, and withdrawal from the labor force of Negro males, and (2) study of one metropolitan area based upon interviews of several hundred Negro males. The appendix contains tables, recommendations for study, social-psychological variables, interview schedule development, and the interview schedule utilized. (DM)

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University of Houston

Center for Research in Business and Economics

Houston, Texas

FINAL REPORT

Contract No. 81-42-04

A METHODOLOGICAL APPROACH TO IDENTIFICATION AND CLASSIFICATION OF CERTAIN TYPES OF INACTIVE WORK-SEEKERS

Submitted to

Office of Manpower, Automation and Training

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Washington, D. C.

October 22, 1965

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PREFACE

Originally envisioned as the first phase of a three-phase interdisciplinary inquiry into reasons underlying labor force nonparticipation, this study evolved as an analysis of problems inherent in identification and classification of inactive work-seekers.

The Center for Research in Business and Economics, College of Business Administration, University of Houston, served as the contractor in this study. E. E. Liebhafsky, professor of economics, served as principal investigator. He was assisted by Jack E. Dodson, associate professor of sociology, S. Henry Monsen, assistant professor of sociology, and John F. MacNaughton, professor of psychology.

We are indebted to numerous public and private agencies for their cooperation in identification and location of respondents. Mrs. Kyletha B. Kelly typed earlier drafts of the manuscript. The final draft was typed by Mrs. Marjorie T. Turko.

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I. Summary

Public concern with the problem of unemployment and with the full utilization of manpower in the United States, as expressed in the Employment Act of 1946, has been further reflected in the passage of the Manpower Development and Training Act of 1962. While the Employment Act of 1946 established Federal responsibility for creating and maintaining conditions to promote maximum employment, the Manpower Development and Training Act required the Federal Government to develop and apply information and methods needed to permit full utilization of the Nation's labor force. In the United States, then, Federal policy is directed toward creating conditions which will permit every worker to develop and use his abilities to a maximum.

It was the original purpose of this study to develop new knowledge, particularly with respect to methodology, which would permit a better understanding of why some males withdraw from, or refrain from entering, the Nation's labor force. Clearly, nonparticipation in the labor force by males, who, according to generally accepted criteria, would be expected to engage in economic activity, results in underutilization of human resources.

Because of the nature of the problem and the paucity of relevant information, it was recognized, at the outset, that some of the goals set at the beginning of the study would require modification as the analysis progressed. Yet, it was considered desirable to set fairly definite purposes for the study. These were to determine if it is possible (1) to identify, by name and address, men who are not in the labor force but who, under some circumstances, would want to work and (2) to develop techniques for identifying economic, social, and psychological reasons underlying labor force nonparticipation. As careful as possible efforts to duplicate application of Current Population Survey labor force concepts resulted in the identification of only a small number of labor force nonparticipants. In addition, only minimal success was realized in the attempt to develop open-ended interview questions to identify sociological and psychological reasons underlying labor force nonparticipation.

The anticipated modification of the goals of the study occurred, when two questions, whose importance was attested to by the experience of enumerators, became clear. These questions are:

1. Does the collection of data by the use of household interviews of the type conducted by the Bureau of the Census to prepare monthly estimates of employment and

unemployment tend to under-represent the number of men who do not have formal family or home attachments and/or who change residence frequently because household respondents are unable to supply information regarding the labor force status of such men or are unwilling to admit their presence in the household?

2. Do the concepts and schedules used in the Current Population Survey for collecting labor force data and assigning labor force classification serve satisfactorily to reflect discouragement or inability to know how to look for work on the part of members of minority groups who experience frequent unemployment or who are only intermittently employed?

Because the study was essentially methodological in nature and because the two stated questions did not become clear until after the interviews conducted in the study were completed, it was not possible to analyze the questions in detail. To the extent, however, that this and future research relating to these questions contributes to identification of all workers who want to work, it will produce new knowledge needed to deal with the problem of underutilization of manpower resources and will, therefore, further the objectives of the Manpower Development and Training Act.

Of major importance is the fact that neither the questions used in the interviews conducted in this study nor those used in the Current Population Survey permit a ready determination of the labor force status of "inactive work-seekers," i.e., of persons who engage in job-seeking activity which, in terms of Current Population Survey concepts, almost, but not quite, constitutes "looking for work." Among the types of inactive work-seekers described in this report are: (1) males who engage in only perfunctory job-searches because protracted, unsuccessful periods of looking for work have caused them to abandon hope of finding jobs; (2) males who appear to be labor force nonparticipants because they do not know how to look for jobs; and (3) males wanting to work and willing to accept jobs who are not engaged in active job-searches but who congregate at common meeting places, such as bars or pool rooms, without expecting to be picked up by prospective employers.

The fact that many of the males interviewed in this study and classified as unemployed appeared to be inactive work-seekers suggests that, in a Current Population Survey household enumeration, they would have been classified as "not in the labor force." If this is true, it is likely that the occurrence of job-searches, which according to Current Population Survey labor force concepts do not quite constitute "looking for work," cause currently available unemployment statistics to understate the inability of men in low-income neighborhoods to find work.

Because many of the respondents were willing to work but engaged in desultory job-searches which reflected either discouragement or inadequate knowledge concerning sources of job opportunity, this report suggests that willingness to work on the part of inactive work-seekers may be as great as that of any person classified as employed or unemployed. An inactive work-seeker, however, may be reported as not in the labor force, because the respondent in a household enumeration may be unable to supply information regarding his labor force status. Or he may be excluded from a household enumeration, if the respondent is unwilling to admit his presence in the household.

This possibility suggests that the willingness on the part of some male members of minority groups to work may not be made evident through the use of Current Population Survey concepts and schedules. Moreover, to the extent that such men do not have formal family or home attachments and/or change residence frequently, their number is likely to be under-represented in monthly estimates of employment and unemployment resulting from the collection of data through household enumeration.

The results for the first six months of 1965 under the Monthly Labor Survey, an experimental program undertaken by the Bureau of Labor Statistics in response to the recommendations of the Gordon Committee, suggest that only a small number of persons on the margin of the labor force were discouraged from looking for work because they believed no jobs were available, and it is clear that only a small proportion of labor force nonparticipants in the Nation as a whole is accounted for by persons who, in response to discouragement, have abandoned job-searches.

It would seem that the questions we raise do not suggest that any serious deficiency exists in the national estimates of unemployment resulting from the Current Population Survey. Moreover, the estimates of employment and unemployment the Current Population Survey produces would not be affected, materially, if an attempt were made to include in the household enumeration items designed to provide answers to these questions. Nonetheless, as a national sample, the Current Population Survey, and the Monthly Labor Survey as well, is inherently limited as a guide for understanding and analysis of the inability to find work on the part of members of any specific socio-economic group. Any attempt to determine the magnitude of inability to find work which characterizes inactive work-seekers will require special studies of particular groups in particular areas.

The interview schedule used in a majority of the interviews will require further revision and refinement, if additional research is undertaken. Such refinement will require the development of more precise means of distinguishing the male who is "not in the labor force" from one who, although willing to work, is so discouraged or so unaware of usual job-seeking methods that he is an inactive work-seeker.

Future research should seek to determine the extent to which men, who do not have formal family or home attachments and/or who change residence frequently, are under-represented in the usual type of household interview. Some of these men may have homes but will not be available for enumeration. Some may be derelicts who have no regular domiciles. Some may live at home but may not be enumerated because the wife or other respondent in a household enumeration, for various reasons, may not disclose the presence of a man in the house.

This report recommends that future research be directed toward intensive analysis of the applicability of Current Population Survey concepts to Negro men--as members of the Nation's largest minority group. Intensive analysis, in one metropolitan area, of the employment and unemployment experiences of 18-54 year-old Negro males contacted at the places at which they congregate in their neighborhoods should be accompanied by analysis of the employment and unemployment experiences of a smaller number of 18-54 year-old Negro males identified through household enumeration consistent with that employed in the Current Population Survey. Evaluation of differences, if any, in the results of these two basic means of identifying respondents will offer an approach to answers to the two questions this report has posed.

II. Introduction

It was the original purpose of this study to determine if it is possible (1) to locate males who are not in the labor force but who, under some circumstances, would want to work and (2) to develop techniques for identifying economic, social, and psychological reasons underlying labor force nonparticipation. This study was not designed to compile statistics describing labor force participation or nonparticipation. Rather, it sought to develop a methodology, suggested by a recommendation[1] appearing in the final report of the President's Committee to Appraise Employment and Unemployment Statistics,[2] and involved interviews of 55 males between 18 and 54 years of age who appeared to be likely to be labor force nonparticipants.

Underlying the interview schedules developed for use in this study was the assumption that labor force nonparticipants would be readily identifiable, yet only eight of the respondents were classified as "not in the labor force." Review of comments by enumerators, observations by members of the study staff, and informal talks with some of the respondents in post-interview sessions--all of which sought to determine why so few nonparticipants were identified--pointed up two questions upon which this report is focused. These two questions are: (1) Is the number of men without formal family or home attachments, and/or who change residence frequently, likely to be under-represented in any study which employs household enumeration of the type used in the Current Population Survey because household respondents are unable to supply information regarding the labor force status of such men or are unwilling to admit their presence in the households? (2) Are members of minority groups who experience frequent unemployment, or who are only intermittently employed, classifiable according to labor force status in terms of the concepts and schedules used in the Current Population Survey?

Under-representation of men without formal family or home attachments would have little, if any, effect on the overall employment and unemployment figures resulting from household enumeration in the Current Population Survey. Such under-representation, however, could have a dramatic effect on the data for certain disadvantaged minority groups, understating the magnitude of unemployment problems they face. Inaccurate classification, according to labor force status, of male members of minority groups who experience frequent unemployment, or who are only intermittently employed, could result in understatement of the inability of such men to find work.

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[1] See Appendix B-1.

[2] Measuring Employment and Unemployment, President's Committee to Appraise Employment and Unemployment Statistics, Washington, Government Printing Office, 1962. (Gordon Committee).

Both the original purpose of this study and the two questions stated above are related, directly, to the objectives of the Manpower Development and Training Act, as stated in Title I, one of which is the full utilization of all workers. The study's original purpose of developing new knowledge to permit a better understanding of why workers withdraw from, or refrain from entering, the labor force would have furthered that objective of the Act. In addition, to the extent that this and future research relating to the questions posed in this report contributes to identification of all workers who want to work, it will produce new knowledge needed to deal with the problem of underutilization of manpower resources.

The civilian labor force consists of all civilian members of the 14 year and older noninstitutional population who work for pay or profit or who are looking for work. Having no independent identification in historical or current data, the labor force is simply the sum of the number of persons classified as employed and the number classified as unemployed. The total labor force also includes members of the Armed Forces stationed either in the United States or abroad. Because information on the size of the Armed Forces is obtained from official records, the Current Population Survey, which leads to estimates of the labor force published in the Monthly Report on the Labor Force, is confined to the civilian population.

Classification of a person as a member of the labor force depends principally upon whether he was working, looking for work, or doing something else during the week in each month that contains the 12th of that month. Thus, classification depends upon activity: an individual at work during the survey week is classified as employed; a person actively seeking work is enumerated as unemployed; and a person who is not classified as employed or unemployed is defined as "not in the labor force."

In classifying persons on the basis of their activity, the criteria described below are utilized:[3]

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[3] Concepts and Methods Used in Household Statistics on Employment and Unemployment from the Current Population Survey, BLS Report No. 279, Current Population Reports, Series P-23, No. 13, U. S. Departments of Labor and Commerce, Washington, Government Printing Office, 1964, pp. 2-3

Employed persons. Employed persons comprise (1) all those who, during the specified week, did any work at all as paid employees or in their own business or profession, or on their own farm, or who worked 15 hours or more as unpaid workers on a farm or in a business operated by a member of the family, and (2) all those who were not working or looking for work but who had jobs or businesses from which they were temporarily absent because of illness, bad weather, vacation, or labor-management dispute, or because they were taking time off for various other reasons. Excluded from the employed group are persons whose only activity consisted of work around the house (such as own home housework, painting or repairing own home, etc.) or volunteer work for religious, charitable, and similar organizations.

Unemployed. Unemployed persons include those who did not work at all during the survey week and were looking for work. Those who had made efforts to find jobs within the preceding 60-day period--such as by registering at a public or private employment agency, writing letters of application, canvassing for work, etc.--and who, during the survey week, were awaiting the results of these efforts are also regarded as looking for work. Also included as unemployed are those who did not work at all during the survey week and:

a. Were waiting to be called back to a job from which they had been laid off; or

b. Were waiting to report to a new wage or salary job scheduled to start within the following 30 days (and were not in school during the survey week); or

c. Would have been looking for work except that they were temporarily ill or believed no work was available in their line of work or in the community.

Labor Force. The civilian labor force comprises the total of all civilians classified as employed or unemployed in accordance with the criteria described above. The total labor force also includes members of the Armed Forces stationed either in the United States or abroad. The monthly survey is confined to the civilian population, with the information on the size of the Armed Forces obtained from official records. The data relate to persons 14 years old and over. In the United States most children under 14 do relatively little work because of laws which restrict child labor, laws regarding compulsory school attendance, and general social custom.

Not in labor force. All persons 14 years of age and over who are not classified as employed, unemployed, or in the Armed Forces are defined as "not in labor force." These persons are further classified as "engaged in own home housework," "in school," "unable to work" because of long-term physical or mental illness, and "other." The "other" group includes for the most part retired persons, individuals reported as too old to work, the voluntarily idle, and seasonal workers for whom the survey week fell in an "off" season and who were not reported as looking for work. Persons doing only incidental unpaid family work (less than 15 hours in the specified week) are also classified as not in labor force. Occasionally, usually annually, the institutional population is also sampled for purposes of special tabulations and comparisons with previous decennial census data. The inmate population, when covered, is classified as not in labor force.

The category "not in labor force--in school" includes persons attending school during the survey week who had new jobs to which they were scheduled to report within 30 days. Persons--whether or not attending school--who had new jobs not scheduled to begin until after 30 days (and not working or looking for work) are classified as not in labor force.

Information regarding the employment experiences and willingness to work of persons not in the labor force is not available in the Monthly Report on the Labor Force. However, an experimental program, known as the Monthly Labor Survey, has employed test questions, the results of which are the first six months of 1965 show that "almost 15 percent of the persons not in the labor force (excluding those reported as unable to work)--some 8.5 million persons in all--say that they will or may look for work in the next 12 months."[4]

Results of the Monthly Labor Survey reveal that only 100,000 of the 8.5 million persons who said they would look for work in the next 12 months believed no work was available[5] and did not

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[4] "Research in Labor Force Concepts," (Preliminary). Paper prepared by Robert L. Stein, Bureau of Labor Statistics and Daniel B. Levine, Bureau of the Census, for presentation before the 1965 Statistical Meetings of the American Statistical Association, Biometric Society (ENAR) and Institute of Mathematical Statistics, Philadelphia, September 8-11, 1965, p. 21.

[5] Ibid., p. 22.

"suggest that a very large number of persons on the margin of the labor force have been discouraged from looking for work because they believe no jobs are available."[6] The "not in the labor force" group does, however, include some men who, in response to discouragement, have ceased looking for work but who would enter the labor force if jobs were available. This report suggests that discouragement is of greatest magnitude among members of minority groups, who experience frequent unemployment or who are only intermittently employed.

The suggestion flowing from the results of the Monthly Labor Survey--that for the labor force as a whole, discouragement is of minor importance as an explanation of nonparticipation--must be evaluated in terms of the fact that the research sample used in that experimental program was selected in the same manner and the interviews were conducted in the same enumeration week as in the Current Population Survey.[7] Of the persons who were found to intend to look for work in the next 12 months," almost 6 in 10 were in school and most of the remainder mentioned such factors as illness and family or household responsibilities."[8] It is not surprising that the results of the test of current availability employed in the Monthly Labor Survey suggest that a large proportion of persons, who state a willingness to work, are not available to take jobs, for the Monthly Labor Survey was patterned closely after the Current Population Survey.

In the Monthly Labor Survey, the "inactive unemployed" are shifted out of the labor force if they took no steps to find work during the past four weeks.[9] While the original definition of the "inactive unemployed" was designed "to refer to discouraged workers in stranded areas or occupations," attempts are being made in the Monthly Labor Survey "to allow for the inclusion of workers idled by a seasonal lull and those who believe they can't get jobs because of racial discrimination, lack of education, inadequate training, or lack of skills or experience."[10] When this probing into attitudes, coupled with the availability test, is administered through household enumeration of the type employed in the Current Population Survey, it is unlikely that a very large number of persons on the margin of the labor force will be identified as having been discouraged from looking for work because they believe no jobs are available.

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[6] Ibid., p. 21.

[7] Ibid., pp. 2-3.

[8] Ibid., p. 21.

[9] Ibid., p. 19.

[10] Ibid.

Although the Monthly Labor Survey provides satisfactory evidence that the magnitude of the discouraged group is small, it is clear that any national sample is inherently limited as a guide for any specific socio-economic group or area. While the Monthly Labor Survey results demonstrate that discouragement has a minimal effect on the employment and unemployment totals and rates resulting from the Current Population Survey, those results do not cope with the problems inherent in the two questions upon which this report is focused. The interviews conducted in this study, along with the impressions of enumerators, suggest that the classification of men in the primary working ages as employed, unemployed, or "not in the labor force," according to Bureau of the Census concepts, cannot be readily made for persons with very informal attachments to work and that men without formal family or home attachments are likely to be under-represented in the Current Population Survey.

A positive determination of labor force status can be made in any case in which a regular employer-employee relationship exists. Classification becomes difficult, however, when work arrangements are extremely tenuous and when there is almost never a continuous pattern of employment with the same employer. The usual labor force concepts would be particularly difficult to apply in any case in which a man makes himself available for work on a street corner or at some other common meeting place where opportunities for work become known only on a day-to-day basis.

When a man visits a common meeting place at which prospective employers are known to pick up temporary help, he is looking for work. However, when a man visits a common meeting place, such as a bar or pool room, only for the purpose of associating with friends, or in response to boredom, _and without expecting to be picked up by a prospective employer_, he is not engaged in an active search for work.

According to Bureau of the Census concepts, such a man is not in the labor force. But he does become employed, if and when a prospective employer happens to go to that common meeting place and hires him. Even when a man visits a common meeting place at which prospective employers pick up temporary help, a respondent in a household enumeration may be unable or unwilling to supply the information required to permit determination of that man's labor force status.

Where educational and skill deficiencies, producing economic disadvantage, are coupled with chronic limitation of employment opportunities through racial discrimination, some men abandon a fruitless search for work. While these men are not counted among the unemployed, they are clearly not being utilized, and their lowered participation rates frequently signify inadequate income and personal deprivation. According to the Subcommittee on Employment and Manpower of the Senate Committee on Labor and Public Welfare, "the Council of Economic Advisers recognizes the existence of persons outside the labor force who would enter the labor force if jobs were available..../and/ estimates this group at 800,000 while the estimates of others range up to 1,500,000."[11] In view of the results of the Monthly Labor Survey, these estimates are clearly too high, and even the 800,000 estimate includes large numbers of women who are out of the labor force for reasons other than discouragement. Yet, despite the fact that estimates of national employment and unemployment will not be affected materially by further exploration of the two questions posed in this report, it is clear that a need exists for intensive local studies, utilizing non-household interviews, to provide answers to those questions.

Manpower resources are underutilized when workers who want to work, but who do not have jobs, do not actively seek work. Recognizing that a potential worker's nonparticipation in the labor force may be attributable to the interaction of a variety of economic, social, and psychological reasons, the original goal of this study was as interdisciplinary identification of reasons underlying labor force nonparticipation.

The complexity of the interaction of these factors is pointed up in the final report of the Gordon Committee, in which the question, "When should a person not working but wanting to work be included in the labor force and thus counted as unemployed?" is identified as the most difficult question with which the Committee had to deal.[12] In recommending the collection of information, more detailed than that now available, from persons not in the labor force, the Gordon Committee expressed its belief that experimentation necessary to devise the kinds of questions that will yield reliable information would be well worthwhile.[13] Subsequently, the Secretary of Labor, in his _1963 Report on Manpower Requirements, Utilization and Training_, cited the lack of information regarding potential workers outside the labor force and, in his 1964 Report, emphasized the role of labor force nonparticipation in the underutilization of manpower. It was, in large measure, as a result of the increased attention to problems associated with labor force nonparticipation that this study was undertaken.

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[11] _Toward Full Employment: Proposals for a Comprehensive Employment and Manpower Policy in the United States_, Report of The Sub-Committee on Manpower and Employment of the Senate Committee on Labor and Public Welfare, 88th Cong., 2nd Sess., Washington, Government Printing Office, 1964., p. 27.

[12] _Measuring Employment and Unemployment_, _op. cit._, p. 49.

[13] _Ibid._, p. 56. Such experimentation, of course, has been undertaken in the Monthly Labor Survey.

The original purpose of this study could have been stated as two questions: First, is it possible to identify, by name and address, males who are not in the labor force but who, under some circumstances, would want to work? In other words, is it possible to identify males who have neither worked nor sought work during some specified period of time but who would seek work if certain reasons, underlying their nonparticipation in economic activity, became inoperative? Second, is it possible to develop an interview schedule which will permit identification of the economic, social, and psychological reasons underlying labor force nonparticipation?

Attempts which were made to answer these questions affirmatively were, largely, without avail. Strenuous efforts to duplicate the Current Population Survey concepts in classifying the men interviewed in this study resulted in the identification of only a small proportion of the total number of respondents as labor force nonparticipants. Thus, it was not possible to identify, by name and address, more than a few persons who were not in the labor force but who, under some circumstances, would want to work. In addition, only minimal success was realized in the attempt to develop open-ended questions to identify sociological and psychological reasons underlying labor force nonparticipation.

Following completion of a majority of the interviews, the two questions, upon which this report is focused, became clear. These questions are:

1. Does the collection of data by the use of household interviews of the type conducted by the Bureau of the Census to prepare monthly estimates of employment and unemployment tend to under-represent the number of men who do not have formal family or home attachments and/or who change residence frequently because household respondents are unable to supply information regarding the labor force status of such men or are unwilling to admit their presence in the households?

2. Do the concepts and schedules used in the Current Population Survey for collecting labor force data and assigning labor force classification serve satisfactorily to reflect discouragement or inability to know how to look for work on the part of members of minority groups who experience frequent unemployment or who are only intermittently employed?

III. Hypotheses

The attempt to achieve the original purpose of this study necessitated the development of a methodological framework directed toward interdisciplinary exploration of the problem. Several sociologically-and/or psychologically-oriented hypotheses[14] provided the basis for the development of a series of open-ended questions utilized in the early interview schedules. Because only negligible success was realized in the testing of these hypotheses, consideration of sociological and psychological reasons underlying labor force nonparticipation was relegated to a position of secondary importance in the analysis. As a result, the study is not as interdisciplinary as it might have been, and the analysis has been reoriented toward the two questions upon which this report is focused. Neat separation of reasons underlying labor force nonparticipation into economic, sociological, and psychological categories was not possible. However, two major hypotheses, primarily economic in orientation, proved useful in the development of a methodology.

When labor force nonparticipants are males, who, according to generally accepted criteria, would be expected to engage in economic activity, it is likely that failure to look for work reflects discouragement. Unemployed older workers may simply stop looking for work following protracted, unsuccessful job searches. Such workers "disappear" from the labor force.

Unsuccessful job searches, resulting in disappearance from the labor force of unemployed workers, are most likely to reflect unfavorable opportunity for employment. Declining employment in a major industry or upgrading of the occupational structure of employment may have produced an area surplus of workers possessing a single skill. Rates of pay in unfilled jobs in the area may be markedly below the rate at which a worker has been employed in the past. Or the area may be economically depressed and fail to offer opportunity for employment of any kind.

An adult male nonparticipant may possess skills, education, or work experience inadequate to permit him to meet the minimal requirements for jobs, or for training for jobs, in which employment opportunity exists. Negro males may find that racial discrimination is the major reason underlying their continued, unsuccessful job searches. Mexican-American male nonparticipants may find that their inability to communicate effectively in English exists as a major barrier to employment.

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[14] See Appendix B-2.

To the extent that males, who disappear from the labor force, are without formal family or home attachments and/or change residence frequently, they are not likely to be accounted for in any labor force estimate based upon household interviews, for household respondents may be unable to supply information regarding their labor force status or may be unwilling to admit their presence in households.[15] While it is not possible to determine the number of discouraged males who are excluded from monthly estimates of the labor force, there is no doubt that whatever exclusion occurs is greatest among members of disadvantaged minority groups among whom informal family relationships are most prevalent. A second question concerns the extent to which Current Population Survey labor force concepts and methods serve satisfactorily to reflect inability to find work on the part of members of minority groups who experience frequent unemployment or who are only intermittently employed.

Although not pointed specifically at males with informal work arrangements, the Interim Report of the Review of Concepts Subcommittee of the Interagency Committee on Labor Supply, Employment and Unemployment Statistics recognized some of the difficulties arising out of distinguishing persons in the labor force from those outside the labor force on the basis of their current activity. The Subcommittee stated:

> The major problem of classification arises in trying to distinguish between persons who are unemployed and those who, during the survey week, are not in the labor force. The subcommittee recognizes that for many situations there are no inherently correct definitions and, given a set of definitions, there may be differences of opinion in their application to specific cases. Even more troublesome are the problems of enumeration because

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[15] Of course, the issue of what does and does not constitute looking for work never arises in Current Population Survey household enumeration, unless it is raised by the respondent. Consequently, when the respondent lacks sufficient information regarding the labor force status of a male member of the household who experiences frequent unemployment or is only intermittently employed to say that he is looking for work or to raise the issue of what is meant by "looking for work," that male is likely to be reported as not in the labor force.

> the gradations in attachment to the labor force reflect subjective factors in a variety of individual environmental situations.[16]

As one of its general conclusions, the Review of Concepts Subcommittee stated that "additional study needs to be given to the question of whether, under the present concept of unemployment and the current activity approach to measurement, the CPS succeeds in fact in measuring all persons who are trying to find jobs."[17]

The Subcommittee stated the existence of a need to test the hypothesis "that a person who was looking for work during the survey week and a person who wanted work as of the survey week and had recently taken steps to find work are equally unemployed," because

> there may be a variety of reasons why an unemployed person may not have looked continuously every week, or in a particular survey week, other than those reasons now taken account of--awaiting results of previous job-seeking efforts, temporary illness and belief no work available.[18]

If household enumeration excludes males with informal family or home attachments and/or who change residence frequently, _who are looking for work_, unemployment rates reported for certain disadvantaged minority groups may be too low. In addition, when a person wants to work, makes himself available for work on a street corner or some other common meeting place, and does not engage in the specific activities which would permit him to be classified as looking for work, he may in fact be unemployed but be classified as "not in the labor force." These possible problems arising out of application of Current Population Survey concepts through household enumeration suggest the following hypotheses:

1. Protracted, unsuccessful job searches, restriction of past employment to low-skill and low status occupations among older unemployed workers, inadequate skills or education of out-of-school youngsters, and/or racial

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[16] _Employment and Unemployment Statistics_. Hearings before the Subcommittee on Economic Statistics of the Joint Economic Committee, Washington, Government Printing Office, November 7 and 8, 1955, p. 9.

[17] _Ibid_., p. 10.

[18] _Ibid_., p. 13.

> discrimination may produce discouragement resulting in the abandonment of activity which would permit a male to be classified as "looking for work." While such a discouraged male may continue to want to work, his abandonment of activity associated with generally recognized means of seeking work may cause him to be classified as "not in the labor force."
>
> 2. A nonworking male, who wants to work, may be classified as "not in the labor force," only because he does not know how to look for work in a manner which would permit him to be classified as engaging in the activity of "looking for work."

Several possible sources of discouragement are suggested in the first hypothesis. For example, a Negro male, who has been employed only intermittently or who has been without a job for an extended period of time, may conclude that he has no opportunity to be employed. While in the past he may have registered at a public employment service office, applied directly to employers, placed or answered want ads, solicited the aid of family, relatives, or friends in locating possible jobs, or registered at a private fee-charging employment agency, he may now be of the opinion that continuation of such efforts to find work is fruitless.

If enumerated in a household interview of the type conducted in the Current Population Survey, this Negro male will be classified as "not in the labor force," for the state of being unemployed depends upon the overt act of looking for work. Application of the existing concepts does not permit him to be classified as unemployed, for he is not engaged in an activity which identifies him as looking for work. But, yet, he wants to work and his reason for not looking is that he has despaired and has abandoned hope.

The activity concept does, of course, reduce subjectivity in labor force enumeration. But unemployment is undercounted to the extent that enumeration, based upon the existing concepts, prevents inclusion among the unemployed of persons who want to work but who do not qualify according to the activity test. Relaxation of the activity concept does occur with inclusion among the unemployed of some persons who are not looking for work continuously but who, in any realistic sense, are unemployed. According to the Bureau of the Census and the Bureau of Labor Statistics, an example of this situation, in which such persons would be classified as "inactive unemployed," is one where,

> in a one-plant town, if the plant is shut down most workers would have no alternative but to wait until the plant reopens and probably would not be actively looking for work. However, it would be difficult to justify not classifying these workers unemployed. Thus, the

> definition of unemployed persons was expanded to include certain groups (frequently termed the "inactive unemployed") who, although not actively looking for work in the specified week, report that they would have been doing so except for such special circumstances.[19]

The worker unemployed in the one-plant town as a result of a plant shut-down is not actively looking, because he assumes, or knows, that any effort he might exert to find a job, before that plant reopens, will prove fruitless. The labor force status of such a worker in a one-plant town differs only in degree from that of the person who concludes that none of the usual hiring channels is capable of producing an employment opportunity for him.

Implicit in the concept of "labor force disappearance" is the role of undereducation and occupational immobility as a source of the discouragement of an older nonworking male, whose employment has been restricted to low-skill and low-status occupations and who abandons an active job-search after experiencing long-term unemployment. Where long-term unemployment of an older male is attributable to the obsolescence of the occupation in which he has worked and where his low level of educational attainment disqualifies him from participation in training or retraining programs, he may abandon active job-hunting. Such a male may want to work but, realizing that he qualifies neither for any available job nor for any available training program, may despair.

Inadequate skills and/or education are particularly likely to serve as sources of discouragement among Negro out-of-school teenagers. As new labor force entrants and job changers, these teenagers experience a great deal of short-term unemployment as well as a good deal of unemployment while looking for the "right" job. Unemployment rates are particularly high among those with less than a high school education.[20] Moreover, in March 1964, 150,000 of the 815,000 unemployed teenagers were nonwhite, and fully two-fifths of the nonwhites were in families living in poverty.[21]

Out-of-school youngsters, who are discouraged from seeking work because they lack the skills and education required by the increasing complexity of employment opportunity are not likely to engage in active job searches. Such youngsters will be classified as "not in the labor force" if enumerated in a household survey. But they are willing to work. Only because they do not demonstrate active job-searches are they counted as labor force nonparticipants.

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[19] Concepts and Methods Used in Household Statistics, op. cit., p. 11.

[20] 1965 Manpower Report of the President, Government Printing Office, Washington, March, 1965, p. 26.

[21] Ibid., p. 28

Abandonment of activity associated with generally recognized means of seeking work as a response to racial discrimination is pointed up by the fact that between 1953 and 1963, the rate per 1000 of 25 to 64 year-old males who were not in the labor force increased from 45 to 49 for whites and from 53 to 82 for nonwhites.[22] In 1964, among males between 35 and 44 years, the rate stood at 24 for whites and at 56 for nonwhites, while, among males between 45 and 54 years, the rate stood at 39 for whites and at 85 for nonwhites.[23] There is little reason to doubt that the higher level of the Negro rate is attributable, directly, to racial discrimination. Clearly, many of these Negroes want to work. But they do not look for work, because they expect discriminatory hiring practices to serve as insurmountable obstacles to successful job hunts. When Negro males, who have abandoned the generally recognized means of seeking work because of racial discrimination in hiring practices, are enumerated as "not in the labor force," their unemployment rates are obviously too low to reflect, accurately, the extent to which this segment of the Nation's human resources is underutilized.

The male envisioned in the first hypothesis is one who is aware of the usual hiring channels but, who, as a result of discouragement, has abandoned their use. The second hypothesis concerns a nonworking male, who wants to work, but either is not familiar with or does not know how to utilize the usual hiring channels. His perception of employment opportunity may be too limited to enable him to know where to seek information on available jobs; or his level of educational attainment may be so low that he is unable to use even those generally recognized means of seeking work which are known to him.

Low educational attainment--particularly an inability to read or write--is frequently associated with lack of awareness of sources of information on employment opportunity. Especially in the case of the adult Negro male, whose level of educational attainment is likely to be lowest, it is unlikely that formal hiring channels will be utilized. His perception of opportunity for employment may be limited to information he is able to obtain in his immediate neighborhood or from close associates. He may never have experienced use of the local public employment service office, and he may be unable to read at a level which permits him to comprehend want ads. In the case of the Mexican-American, who possesses only a limited ability to understand, speak, or read English, the language barrier may restrict his perception of employment opportunity to that which is available to him only through the use of Spanish.

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[22] _1964 Manpower Report of the President_, Government Printing Office, Washington, March, 1964, p. 103.

[23] _1965 Manpower Report of the President_, _op_. _cit_., p. 31.

The male described in this second hypothesis may stand on a street corner, hoping that a prospective employer will contact him; or he may go to a common meeting place, such as a bar or pool room, where opportunities to work become known on a day-to-day basis. Only scattered job opportunities become known to males who approach job-seeking in this informal, random fashion. Work arrangements which do develop are extremely tenuous and almost never produce a pattern of employment with the same employer.

Job-seeking of such an informal and random character may not be recognizable as job-seeking when the existing Current Population Survey concepts are applied. The real question, then, is whether or not males who are willing to work will be classified as "not in the labor force" upon the basis of the fact that they do not know how to look for work when, in fact, they would be classified as employed, if employers sought them out and hired them and if they were subsequently enumerated in the Current Population Survey.

The efficiency with which job seekers and job vacancies are matched depends, in large measure, upon the freedom with which information flows between employers and job seekers. When employers know that males willing to work can be picked up on specific street corners or at other common meeting places, information on the availability of workers flows freely to employers. But, when there is no regular return flow of information on job vacancies to workers assembled at common meeting places and when those places are not identified as locations at which employers pick up temporary help, the presence of males willing to work does not, according to existing concepts, constitute the activity of looking for work. Classification of such males as "not in the labor force" results in an undercount of unemployment which may have a dramatic effect on the unemployment rate for members of certain disadvantaged minority groups.

The possibility that males described in these hypotheses may be classified as "not in the labor force" if enumerated in the Current Population Survey, when they are, in fact, willing to work, would appear to suggest a gap in labor force statistics. Modification of Current Population Survey questions to test combinations of willingness to work, or to take training, and discouragement concerning job opportunity, or inadequate knowledge of means of finding work, in lieu of requiring demonstration of the overt act of looking for work, would offer a possible solution to the correction of the gap. Any attempt to incorporate the phenomenon of willingness to work into the regular monthly household enumeration, however, might result in either too heavy a dependence on personal opinion and/or subjective attitudes or in the reporting of large numbers of persons who, while willing to work, are not seeking jobs because they are ill, have family or household responsibilities or are in school and, therefore, are not available to take jobs. Thus, we reiterate the judgment that the questions upon which this report focuses do not provide a basis for suggesting changes in the Current Population Survey. Yet, these questions do emphasize the need for special studies employing special techniques designed for use in special areas or among special groups.

We turn, now, to a consideration of the problems encountered in the attempt to locate male labor force nonparticipants who, under some circumstances, would want to work. In that discussion, we show how the two questions, upon which this report is focused, evolved.

IV. Identification of Respondents

Difficulties encountered in the attempt to identify, by name and address, male labor force nonparticipants who, under some circumstances, would want to work are attributable, primarily, to the attempt, in the classification of respondents, to duplicate as closely as possible the Current Population Survey labor force concepts.

Persons identified as "not in the labor force" in the Current Population Survey are further classified as "engaged in own home housework," "in school," "unable to work because of mental or physical illness," and "other." Those males who are classified in the first three of these sub-categories would not be expected to engage in economic activity. And those males who are classified as "other" because they are retired, too old to work, voluntarily idle, or seasonal workers for whom the survey week fell in an "off" season, also, would not be expected to want to work. The "other" sub-category, however, does include a small number of males who want to work. Because the number of jobless males who want to work and are not looking for work is small, only eight of the 55 males interviewed in this study were classified as labor force nonparticipants.

Ideally, the study would have involved interviews of a representative sample of all males in the area to identify that small proportion who were not in the labor force but who wanted to work. Because such a survey was not possible, an attempt was made to identify respondents in the manner described below.

First, the Houston District Office of the Texas Employment Commission, cooperating fully in the study, searched its files to identify potential respondents and invited them to participate. Each such male, who expressed a willingness to be interviewed, was then asked to sign a statement authorizing the State employment service to release such of its records pertaining to him as were necessary to his participation. Seventeen males were contacted in this manner and were interviewed in local employment service offices. Only three of these 17 were classified as "not in the labor force."

Second, a number of voluntary associations and local governmental agencies were contacted in an attempt to determine the location of eligible respondents. A systematic effort was made to identify churches, missions, settlement houses, governmental agencies, and welfare agencies which might serve as fruitful sources of names. It was assumed that, if these sources could offer "nominations," it would be possible to identify an adequate number of persons of the diverse ethnic, socio-economic, and racial groups in the area to permit the completion of approximately 60 interviews. Although it was realized that this procedure would not produce a random sample, it was viewed as capable of permitting a pretesting and testing of the interview schedule. Following the location of some males who qualified, or appeared almost to qualify as respondents for the purposes of this study, it was concluded that those males who were interviewed might themselves serve as "nominators" for other males who were neither employed nor engaged in active job-searches.

Finally, an attempt was made to locate eligible respondents through explorative use of a household survey. A census tract characterized by low labor force participation for males and low family income was selected,[24] and three two-man teams knocked at doors, asking pertinent questions to determine the presence of males who might be eligible for interviewing for the purposes of the study. One interviewing team experienced good results in this very limited and exploratory effort. The other teams reported much less success in talking to males or in arranging for interviews of males at some later time. The area in which this very limited survey was attempted was a low income and almost totally Negro area.[25]

Thorough training of the interviewers was not possible. Yet, an attempt was made to approximate interview techniques and procedures employed in the Current Population Survey. Enumerators were instructed to interview the head of the household, the wife, or some other responsible member who could accurately answer the questions appearing in the Household Survey Control Schedules.[26]

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[24] It was planned, originally, to select a census tract characterized by low labor force participation and a low unemployment rate for 14 year and older males on the assumption that such a combination of labor force participation and unemployment reflects a larger than usual number of 14 year and older males not in the labor force. It soon became evident, however, that a tract meeting these two criteria would be characterized by relatively high median family income. Consequently, the criteria of relatively low male labor force participation and low median family income were applied in selecting the tract.

[25] Houston Census Tract 34, in which the household interviews were conducted, was inhabited by 688 whites, 4,173 Negroes, and 128 whites with Spanish surnames in 1960. In that year, median family income within the tract stood at $2,901, and the inhabitants had a median educational attainment of 8.1 years. The male labor force participation rate was 76.2, and the male unemployment rate was 12.2 per cent.

[26] See Appendixes C-10 and C-11.

The census tract was divided into three areas, and one team of interviewers was assigned to each area. Beginning at the middle of a block, each team knocked at the door of each household moving up and around the block. Only one morning was devoted to this exploratory household survey; yet 63 households were contacted, for it was found possible to determine very quickly whether or not eligible male respondents were present. Although time limitations prevented any callback, the contacts made at the 63 households permitted the completion of 29 Household Control Schedules (Schedule IV-A), which resulted in the identification of ten young and 12 adult males. Three of the 22 males identified in the household survey were classified as "not in the labor force" and were interviewed.

Particularly in those households in which males experienced frequent unemployment or were only intermittently employed, it was found that respondents did not always possess accurate information concerning the labor force status of male residents. It is of particular interest that respondents' lack of information concerning the labor force status of male members of their households appeared in a lower-income Negro neighborhood in which irregularly-employed males tended to spend most of their waking hours away from their families. These Negro males worked occasionally--whenever the opportunity to do so presented itself. But they did not engage in active job searches; nor did they spend their free time at their domiciles. Rather, these males congregated in bars, shoe-shine parlors, pool halls, and on street corners. Although these males did not expect to be picked up at these locations employers, who might want to hire them for a day or for a portion of a day, would possibly find them there. This practice was observed by the teams of interviewers and was assigned relatively little importance, until its prevalence was attested to, repeatedly, both in subsequent statements by field workers of an anti-delinquency demonstration project and in informal post-interview discussions with some respondents.

It appears that some of the frequently unemployed or only intermittently-employed males, who engaged in the very informal work-seeking activity described above, would be classified as "not in the labor force" in a household enumeration of the type utilized in the Current Population Survey. A household respondent contacted at the residence of an occasionally-employed male was not likely to possess either accurate information concerning the current labor force status of male residents of that household or sufficient information to permit a determination of whether or not a male resident was engaged in an activity which, according to Current Population Survey concepts, would qualify that male to be classified as "looking for work."

In addition, the exploratory household survey pointed up the possibility that respondents in household interviews of the type used in the Current Population Survey may be unwilling to admit the presence of men without formal family or home attachments and/or who change residence frequently.

The role of poverty and discrimination in contributing to family disorganization among American Negroes is, of course, well documented,[27] and testimony of field-workers for the anti-delinquency demonstration project, as well as informal post-interview discussions with respondents, attested to the frequent incidence of informal family relationships in this particular lower-income, Negro neighborhood. Some of the males associated with the families found in this neighborhood lived neither at home nor at any other specific place, and, even when they were at home, household respondents tended to refrain from admitting their presence. These males managed as best they could, appearing at the family domiciles only when in great need or in order to escape boredom. At least some of these males were in a sort of limbo concerning definite and/or permanent residence. Clearly, this sort of drifter is likely to be excluded from a survey which assumes that all members of the labor force are identified with a domicile; and it is likely that such homeless males, apparently the products of extreme family disorganization and deprivation, are not represented in a household enumeration of the kind utilized in the Current Population Survey.

One of the teams of interviewers participating in the exploratory household survey, after determining that nonworking males in the area congregated during the daytime hours at two nearby business establishments, spent the afternoon at one of these establishments in an attempt to talk with and, perhaps, to interview some of the nonworking males in these congregations.

Although no formal interviews were conducted, the entire afternoon was devoted to informal discussions with males who appeared and who were identified by the proprietor of the establishment as having serious and prolonged unemployment problems. While the males identified by the proprietor were very receptive to informal discussions, none of them was willing to participate in a formal interview, and the talks, therefore, did not permit determination of the labor force status of the respondents according to Current Population Survey concepts.

The talks did, however, provide a basis for the development of broader insights into and understanding of the problems facing impoverished Negro males. In addition, the experience demonstrated the feasibility of establishing excellent rappart in this particular neighborhood and of arranging for the future conduct of interviews among long-term unemployed Negroes who, in a household enumeration, would be likely to be classified as "not in the labor force" on the basis of the fact that, although willing to work, they had abandoned generally recognized methods of seeking work or did not know how to look for work.

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[27] See, for example, Gunnar Myrdal, et al, An American Dilemma, New York, Harper and Brothers, 1944, and E. Franklin Frazier, The Negro Family, New York, The Dryden Press, 1951.

Table 1, which summarizes the distribution of respondents according to age, ethnic identity, labor force status, and sources of identification, points up the limited success of the attempt to locate males who were not in the labor force but who, under some circumstances, would want to work. Of the eight respondents who were classified as "not in the labor force," three were located through the public employment service, three through the anti-delinquency demonstration project, and two through the use of nominators from a settlement house.

The remaining 47 respondents included three who were classified as employed, 23 who were classified as short-term unemployed (less than six months), and 21 who were classified as long-term unemployed (six months or more). The public employment service produced seven short-term and seven long-term unemployed; the anti-delinquency demonstration project produced nine short-term unemployed, 12 long-term unemployed, and two employed; the settlement house produced the nomination of one short-term unemployed; the mission produced four short-term and two long-term unemployed; and the household survey resulted in the location of two short-term unemployed and and one employed.

These results corroborate the position taken by the Gordon Committee, namely, that

> the criteria now being used to draw the line between those unemployed and those not in the labor force are, in general, soundly conceived /but that/ there is...considerable room for improvement in the way the definition of unemployment is applied in practice, and ... further experimentation and research can lead to measures of unemployment that are more reliable and easier to interpret than those that are now published.[28]

This corroboration exists in the fact that the chief difficulty encountered in the attempt to identify males, who were not in the labor force but who under some circumstances would want to work, was that of determining specifically whether the respondents had engaged in activity or had refrained from engaging in activity which, in terms of Current Population Survey labor force concepts, would permit them to be classified as unemployed. Although eighty percent (44 of 55) of the respondents were classified as unemployed, considerable doubt was raised with respect to whether or not, in a Current Population Survey household enumeration, all of these males would have been considered to be looking for work. When a male states that he is looking for work by "keeping his ears open" or by asking friends occasionally about work, or goes to a place at which a prospective employer may find him, he is willing to work. But there is, now, no basis upon which to identify him as having engaged in recognized work-seeking activity.

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[28] Measuring Employment and Unemployment, op. cit., p. 49.

If such a male is properly described by the discouragement hypothesis, there is no valid reason to assume that he would make a formal effort to seek work. And there is, of course, no empirical test to determine that a reported "token" search for work is nothing more than a token search. What may be identified as a token search may be the most effective search in which the respondent can be expected to engage, given his discouragement in response to long-term unemployment, his past employment in low-skill and low-status occupations, his awareness of racial discrimination -- or his lack of awareness of sources of information on employment opportunity.

V. Some Characteristics of the Respondents and Their Perception of Employment Opportunity

A majority of the males interviewed in this study were identified by the various cooperating institutions: the public employment service, an anti-delinquency demonstration project, a settlement house, and a mission. Only three respondents, all of whom were located at the mission, were homeless; and the typical respondent was a male who lived at a permanent address and had a formal family attachment. The reasons these cooperating agencies identified males with permanent addresses, rather than homeless males, are clear. Males whose names appear in the files of local offices of the public employment service must be available for contact for possible placement in jobs. Males contacted through the settlement house also needed to be available for contact at permanent addresses, for they used that agency as a source of job information and training. And a majority of the respondents contacted through the anti-delinquency demonstration project were youths living with their parents. It would seem that, in future research, other means will need to be used in an attempt to identify homeless males.

The fact that it proved impossible to conduct formal interviews among the males congregating in the establishment in the Negro neighborhood prohibited determination of the number of these males who had no formal home attachments or who changed residence frequently. Nevertheless, the informal talks in that establishment, along with the impressions of enumerators and the post-interview sessions with respondents, suggested that such males would be excluded from a household enumeration and that persons with informal work arrangements are not readily classifiable according to labor force concepts employed in the Current Population Survey. However, the completed interviews do permit some analysis of the characteristics of respondents.

As was shown above, the employment prospects facing a particular worker will tend to be unfavorable, if a surplus of workers possessing a single skill exists in the area in which he is looking for work, if there is a prevalence of substandard wages in jobs in which vacancies exist, or if the area is generally depressed. In the face of such an outlook, older workers may stop looking for jobs when work has not been found after a protracted search, and young workers may refrain from seeking employment if they believe no jobs will be found.

Repeated failures in attempts to get jobs are, of course, at the root of discouragement in job-seeking activity. The reasons respondents considered responsible for their failure to get jobs, as well as reasons given by employers for refusing to hire respondents (Tables 2 and 3) show inadequate education, inadequate skill, and age to exist as major barriers to the employment of the males interviewed in this study. Age served as a barrier to employment of young males. Adult males considered age and the existence of too few jobs in the area as the major reasons underlying their failure to get jobs.

Employers, it would seem, had found it convenient to dismiss many of the respondents, when they applied for jobs, by telling them that no vacancies existed, that they should "check later," or that they would be contacted by the employer later. The number of interviews, however, was so limited that no meaningful analysis of such statements by employers was possible.

Only three Negroes pointed specifically to racial discrimination as the cause underlying their failures to be hired. Two Mexican-Americans cited discrimination. One white adult male cited anti-semitism. One young male and three adult males stated that the reason employers had given for refusals to hire them could be identified as being related to facial features, appearance, or color, or that employers stated they were not hiring Negroes.

Low educational attainment and/or a limited perception of employment opportunity may cause a male to fail to know how to look for work in a manner which would permit him, in a Current Population Survey enumeration, to be identified as "looking for a job." Table 4 summarizes the educational attainment of 50 respondents for whom meaningful information on years of school completed was obtained. Four of the eight labor force nonparticipants were high school graduates; three had completed at least eight years of school without finishing high school; and only one had completed fewer than eight years of school. It would seem, therefore, that in the case of these men who were identified as nonparticipants, discouragement was a more likely explanation of the fact that they were not looking for work, than was a possible inability on their part to know how to look for jobs.

Among the 42 respondents who were classified as unemployed, seven had completed high school, and nine had attended college. The bulk of the unemployed, a total of 17, had completed at least eight years of school without finishing high school, while nine had completed fewer than eight years of school. Although 20 of these 50 respondents had at least completed high school, the fact that 30, or three-fifths, had less than a high school education existed as a severe limitation upon the effectiveness with which these males were able to seek work. It is particularly important to note that a higher proportion of the young males (15 out of 23), than of the adult males (15 out of 27), had less than a high school education.

Since inadequate education was recognized by the respondents as a major barrier to employment, examination of their occupational experience and their interests in training or retraining offers further insight into the possibility that these males were likely to become sufficiently discouraged to withdraw from the labor force.

The formerly-held jobs reported by 46 respondents (Tables 5 and 6) were concentrated in the unskilled, service, and agricultural occupational groups. Only two young and two adult males had held white collar jobs; only two young and three adult males had held skilled jobs; and only two young, along with three adult, males had held semiskilled jobs.[29] It is evident that the occupational histories of the respondents had not been sufficiently encouraging to aspire them to mobility into higher occupational levels.

A total of 31 of the respondents expressed an interest in training for employment. Of the five labor force nonparticipants who expressed such an interest, three stated desires to be trained as machinists, one as an upholsterer, and one as a beautician. Six of the 17 short-term unemployed and one of the nine long-term unemployed stated they would like training in any occupation for which training might be available. The interests in training expressed by the respondents are summarized in Tables 7 and 8. Only one young and one adult short-term unemployed male desired training in service occupations.

Table 9 offers little evidence that a significant proportion of the respondents refrained from working because of income from sources other than work. Yet, since the largest number of respondents either reported no income or failed to report a source of income, the possibility exists that the frequency of support from relatives was under-reported. It is likely that questions pertaining to support were interpreted to refer to cash only and that some respondents failed to report meals, clothing, and lodging provided by their families.

Recognition of the importance of tenuous work arrangements and of job-seeking on a very informal basis came only in the later stages of the study. And the males, among whom such work arrangements and job-seeking were observed, were not among the respondents for whom interview schedules were completed. Nevertheless, Tables 10 and 11 show that respondents, other than those who were located through the public employment service, tended to engage in informal job-searches.

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[29] Occupations reported by respondents were classified for this report by a member of the staff of the Houston District office of the Texas Employment Commission.

When asked concerning the method used to locate the best-liked job, ten of 17 young males and 12 of 27 adult males identified relatives or friends as the source of information. Young males also reported relatives or friends as the source of information concerning the jobs they had liked least and as the best means of locating a job. Although adult males reported more frequently, than did young males, that relatives or friends had provided information leading to jobs they liked least, and eight of 26 adult males considered relatives or friends to offer the best means of locating a job, ten of those 26 adult males considered direct application to the employer to be the best means of finding a job.

No young male reported use of a private employment agency in seeking a job. Four adult males, however, stated that the jobs they liked best had been found through this source, while one pointed to a private employment agency as the source of the job he liked least. While no respondent considered a private employment agency to be the best means of locating a job, five of 21 young males and six of 26 adult males considered the local public employment service office to offer the best means.

In summary, many of the males, among whom formal interviews were conducted in this study, appeared to exhibit discouragement which, if it were to become more intense, would be likely to cause them to withdraw from the labor force. Their limited educational attainment and histories of employment in low-status occupations suggested that continued fruitless job-searches would produce despair. When relatively ineffectual job-hunting processes, arising out of limited perceptions of employment opportunity, are coupled with the possibility of despair, withdrawal from the labor force is especially likely.

The fact that we classified only eight of the respondents as "not in the labor force" suggests that it is most difficult to locate labor force nonparticipants. In retrospect, however, there is considerable doubt that the distinction made in this study, between unemployment and labor force nonparticipation, was wholly consistent with the distinction which would have been made in the Current Population Survey. It is likely that some of the respondents we classified as unemployed would be classified as "not in the labor force" as a result of a household enumeration conducted by the Bureau of the Census. In the next section, we analyze some of the implications of the doubt concerning the precision of our classification which became especially serious as we became increasingly aware of the two questions upon which this report is focused.

VI. Problems in Classification of Inactive Work-Seekers and Recommendations for Further Study

The term, "inactive work-seeker," describes a person who engages in job-seeking activity which approaches but, in terms of Current Population Survey concepts, does not quite constitute "looking for work." Some of the respondents interviewed in this study were inactive work-seekers, for they had engaged in only perfunctory job-searches, either because protracted, unsuccessful periods of looking for work had caused them almost to abandon hope of finding jobs or because they did not know how to look for work. In addition, informal talks with males found to congregate at common meeting places identified many of them as inactive work-seekers. These males wanted to work and would accept jobs offered to them, but they were not engaged in active job-searches and did not expect employers to pick them up.

The classification system used in this study--an attempt to duplicate as closely as possible the Current Population Survey concepts--did not discriminate adequately between males who were unemployed and males who were not in the labor force. There is little doubt that the males who congregated at common meeting places were willing to work. But, had their activities been reported by a household respondent in a Current Population Survey enumeration, it is likely that either the limited intensity of their job searches or their lack of knowledge of how to look for work would have caused them to fail to be classified as "looking for work." Moreover, it is likely that many of these intermittently-employed males, who congregated at common meeting places, would not have been reported by respondents as being engaged in activites which would have permitted them to be classified as "looking for work."

Thus, limited intensity of job searches, lack of knowledge of how to look for work, along with a reticence on the part of household respondents all contribute to an understatement of the inability to find work on the part of Negro males who experience frequent unemployment or who are only intermittently employed. When this possibility of the understatement of inability to find work is coupled with the likelihood of under-representation in a Current Population Survey household enumeration of Negro males who do not have formal family or home attachments and/or who change residence frequently, it appears reasonable that, if there were unemployment data relating specifically to 18 to 54 year-old Negro males in low-income neighborhoods, such data would understate the inability on the part of these males to know how to look for work.

This situation, however, is not to be viewed as a deficiency in the Current Population Survey. The concepts and techniques used to collect labor force information through the household survey are well formulated and reasonable. And we must keep in mind that the Monthly Labor Survey did not reveal a very large number of persons who had been discouraged from looking for work because they believed no jobs were available. As a national sample, the Current Population Survey, and the Monthly Labor Survey as well, is inherently limited as a guide for any specific socio-economic group or area. It is designed to provide a basis for estimating employment and unemployment in the labor force as a whole; and the estimates it produces would not be affected, materially, if an attempt were made to consider more specifically the problems pointed up in the questions we have analyzed in this report. Clearly, then, any attempt to determine the prevalence of inability to know how to look for work which characterizes inactive work-seekers will require special studies of particular groups in particular areas.

Where enumerators in this study reported that males had engaged in perfunctory job-searches, such males were classified as unemployed. Inclusion of these same males in a Current Population Survey household enumeration might well have caused them to be identified as "not in the labor force." This possibility raises a basic question: When a person is willing to work and is either too discouraged or too unaware of generally accepted job seeking methods to engage in activity upon the basis of which he would be identified as "looking for work," has he withdrawn from the labor force?

We suggest that, where willingness to work exists, any activity on the part of a potential worker which might result in the establishment of any kind of employer-employee relationship constitutes availability for work. A male who is not looking for work, because he either has abandoned hope or does not know how to look, may accept a job if it should be offered to him. The desire to work, on the part of an inactive work-seeker, who may be identified as "not in the labor force," may yet be as great as that of any person classified as employed or unemployed.

If this suggestion is valid, impediments to the free flow of employment opportunity information may result in exclusion from the labor force of some persons who are willing to work and available for work, but who are not looking for work. Such impediments, whether they produce discouragement or ineffectual, random searches for jobs, may contribute to an underutilization of human resources which is not reflected in currently available employment and unemployment statistics.

Further study of the two questions upon which this report focuses appears to be warranted. If further study is undertaken, the interview schedule will need to be refined. Specifically, it will be necessary to include additional items to distinguish more clearly the male who is "not in the labor force" from the one who, because he does not know how to look for work, appears to be engaged only in perfunctory job-seeking. In addition, further study should seek to determine, with precision, the extent to which males, who have no homes or whose presence is not admitted by respondents, are excluded from household enumeration of the type employed in the Current Population Survey.

This study points up the need for intensive analysis of the employment and unemployment experiences of long-term unemployed, frequently unemployed, or intermittently-employed Negro males. Negro men experience employment problems uniquely different from those experienced by white men, and it has been noted that further deterioration, during 1964, of the employment of older Negro men was attributable, primarily, to their withdrawal from the labor force.[30]

It is recommended that:

1. Further study be directed toward intensive analysis of the forces which relate to the employment, unemployment, and withdrawal from the labor force of Negro males.

2. Study of one metropolitan area be based upon interviews of several hundred Negro males, who are identified through use of identification techniques employed in this study.

Modification and refinement of the interview schedules should be directed toward systematic gathering of information on the employment and unemployment experience of frequently unemployed or intermittently-employed Negro males between the ages of 18 and 54 years, who are likely not to be enumerated in the Current Population Survey.

In refining the schedules to permit the gathering of information on employment and unemployment experiences of long-term unemployed, frequently unemployed, or intermittently-employed Negro males, attention should be directed toward determining: the kinds of jobs these males have held; the regularity of their employment, and the length of the periods during which they have held jobs; the frequency and duration of their unemployment; their earnings in the jobs they have held; their education, training, and interest in future training; and the nature of their job-searches.

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[30] 1965 Manpower Report of the President, op. cit., p. 31.

In analyzing forces underlying the employment and unemployment experience of such Negro males, future research should be directed toward providing answers to the following questions:

1. How complete and accurate is the knowledge of employment opportunity possessed by Negro males who are not working or who are not working regularly?

2. What are the channels of communication which pertain to employment opportunities? How rapidly is knowledge concerning job opportunities transmitted? How effective and dependable are these channels of communication?

3. What is the state of the jobless Negro male's knowledge concerning techniques or means of finding jobs?

4. What are the means of livelihood of men who do not get work?

5. What are the attitudes, beliefs, and normative viewpoints of nonworking Negro males concerning job opportunities?

6. What types of accommodation develop with the experience of prolonged unemployment?

7. How, exactly, are variable economic and social characteristics, such as educational attainment, marital status, rural or urban origin, etc., associated with access to knowledge of job opportunity, knowledge of effective means to locate job opportunities, etc.?

Intensive analysis of the employment and unemployment experiences of Negro males should be based upon interviews conducted in major metropolitan areas throughout the Nation. An initial study of 18 to 54 year-old Negro males who are long-term unemployed, frequently unemployed, or intermittently-employed should be completed in one metropolitan area before studies are undertaken in other areas. The largest proportion of the interviews should be conducted among respondents who are contacted at the places at which they congregate in neighborhoods, for such respondents are not likely to be contacted in any household enumeration. A smaller proportion of the respondents should be identified through household enumeration in a manner consistent with the sampling and enumeration techniques employed in the Current Population Survey, and a determination should be made of whether or not the two groups of respondents are residents of the same area. Evaluation of the results of the several means of identifying respondents would, then, permit determination of whether or not the suspected differences in these means of contacting inactive work-seekers, who do not have formal family or home attachments and/or who change residence frequently, are real differences.

APPENDIX A

Table 1

Distribution of Respondents According to Labor Force Status and Sources of Identification

		White				Negro				Mexican-American			
			Unemployed				Unemployed				Unemployed		
Source	Total	Not in Labor Force	Less Than 6 Months	6 or More Months	Em-ployed	Not in Labor Force	Less Than 6 Months	6 or More Months	Em-ployed	Not in Labor Force	Less Than 6 Months	6 or More Months	Em-ployed
All Respondents	55	2	11	7	0	3	6	12	1	3	6	2	2
Young Males	27	1	3	3	0	2	4	7	1	1	3	0	2
Public Employment Service..........	3	1	-	-	-	-	1	1	-	-	-	-	-
Anti-Delinquency Demonstration Project..........	19	-	3	3	-	-	2	6	-	1	2	-	2
Settlement House...	3	-	-	-	-	2	-	-	-	-	1	-	-
Mission............	0	-	-	-	-	-	-	-	-	-	-	-	-
Household Survey...	2	-	-	-	-	-	1	-	1	-	-	-	-
Adult Males	28	1	8	4	0	1	2	5	0	2	3	2	0
Public Employment Service..........	14	1	5	3	-	1	1	2	-	-	-	1	-
Anti-Delinquency Demonstration Project..........	7	-	-	-	-	-	-	2	-	2	2	1	-
Settlement House...	0	-	-	-	-	-	-	-	-	-	-	-	-
Mission............	6	-	3	1	-	-	-	1	-	-	1	-	-
Household Survey...	1	-	-	-	-	-	1	-	-	-	-	-	-

Table 2

Reasons Given by Respondents for Failure to Get Jobs

	Not in Labor Force			Unemployed						
				Less Than 6 Months			6 Months or More			
	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American	Total
Young Males										
Inadequate Education...	-	-	-	1	1	-	3	-	-	5
Inadequate Skill.......	-	1	-	-	-	1	1	-	-	3
Age....................	-	-	1	1	-	1	1	-	-	4
Racial Discrimination..	-	-	-	-	1	1	-	-	-	2
Draft Status, Law Violations, References...	-	-	-	1	-	-	-	1	-	2
Too Few Jobs in Area...	-	1	-	-	1	-	-	-	-	2
Don't Know.............	-	-	-	1	-	-	1	1	-	3
Adult Males										
Inadequate Education...	-	1	-	3	-	-	-	-	-	4
Inadequate Skill.......	1	-	-	1	-	-	1	-	-	3
Age....................	-	-	-	1	-	1	1	1	1	5
Age and Inadequately Educated.............	-	-	-	-	-	-	-	1	1	2
Physical or Emotional Impairment...........	-	-	1	1	-	-	-	-	-	2
Racial Discrimination	-	1	-	-	-	1	-	1	-	3
Antisemitism...........	-	-	-	1	-	-	-	-	-	1
No Change of Clothes...	-	-	-	1	-	-	-	-	-	1
Too Few Jobs in Area...	-	-	-	1	2	-	3	-	-	6

Table 3

Reasons Given by Employers to Respondents for Refusal to Hire Respondents

				Unemployed						
	Not in Labor Force			Less Than 6 Months			6 Months or More			
	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American	Total
Young Males										
Inadequate Education...	-	-	-	3	-	-	-	1	-	4
Inadequate Skill.......	1	-	-	1	-	-	1	1	-	4
Age....................	-	-	-	1	-	-	1	-	1	3
Facial Features, Appearance, Color, or not Hiring Negroes........	-	1	-	-	-	-	-	-	-	1
Respondent directed to Check Later or Told That He Will be Contacted..	-	-	1	-	-	-	-	-	1	2
No Vacancies...........	-	-	1	2	2	1	2	1	-	9
Police Record..........	-	-	-	-	-	1	-	-	-	1
Adult Males										
Inadequate Education...	-	-	-	3	-	-	-	1	-	4
Inadequate Skill.......	1	-	-	1	-	-	1	1	-	4
Age....................	-	-	-	1	-	-	1	-	1	3
Facial Features, Appearance, Color or not Hiring Negroes........	-	1	-	-	1	1	-	-	-	3

Table 3 (Continued)

	Not in Labor Force			Unemployed						
				Less Than 6 Months			6 Months or More			
	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American	Total
Adult Males (Continued)										
Respondent Directed to Check Later or Told That He Will be Contacted..	-	-	1	-	-	-	-	-	1	2
No Vacancies...........	-	-	1	2	1	-	2	1	-	7
Police Record..........	-	-	-	-	-	1	-	-	-	1
No Reason Given........	-	-	-	-	-	1	-	-	-	1

Table 4

Educational Attainment of Respondents Not in Labor Force or Unemployed

	Young Males				Adult Males			
	0-7 Yrs.	8 But Less Than HS Graduate	HS Graduate	Some College	0-7 Yrs.	8 But Less Than HS Graduate	HS Graduate	Some College
Not in Labor Force								
White..............	-	-	1	-	-	-	1	-
Negro..............	-	1	1	-	-	-	1	-
Mexican-American...	-	1	-	-	1	1	-	-
Unemployed, Less Than 6 Months								
White..............	-	2	1	-	3	2	-	3
Negro..............	-	2	1	-	-	2	-	-
Mexican-American...	-	1	1	1	1	1	-	1
Unemployed, 6 Months Or More								
White..............	1	2	-	-	1	-	2	1
Negro..............	1	4	1	1	1	1	1	1
Mexican-American...	-	-	-	-	1	-	-	1
Totals	2	13	6	2	8	7	5	7

Table 5

Occupations of Young Males Not in Labor Force or Unemployed

Occupations	Totals	Not in Labor Force			Unemployed					
					Less Than 6 Months			6 Months or More		
		White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American
White Collar										
Clerical										
Food Checker (Order Selector-Food)......	1	-	-	-	-	-	-	-	1	-
Ticket Agent (Station Agent-Airline)......	1	-	-	-	1	-	-	-	-	-
Manual										
Skilled										
Auto Body Repairman (Maintenance and Painting--Used Cars)......	1	-	-	-	1	-	-	-	-	-
Welder...............	1	-	-	-	-	-	1	-	-	-
Semiskilled										
Truck Driver..........	2	-	-	-	-	1	-	-	1	-
Unskilled										
Carpenter Helper.......	1	-	-	-	-	-	1	-	-	-
Casting Helper (Metal Helper)	1	-	-	-	-	-	-	1	-	-
Delivery Boy (Retail Trade)	1	-	-	-	-	-	1	-	-	-

Table 5 (Continued)

Occupation	Totals	Not in Labor Force			Unemployed					
					Less than 6 Months			6 Months or More		
		White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American
Unskilled (Continued)										
Gas Appliance Serviceman Helper (Helper-Furnace Installation	1	-	-	-	1	-	-	-	-	-
Laborer (Spot Jobs)	1	-	-	-	-	-	1	-	-	-
Lumber Handler (Cutting Helper-Lumber Yard)	1	-	-	-	-	-	1	-	-	-
Printer Helper (Print Shop Helper)	1	-	-	-	1	-	-	-	-	-
Service										
Bus Boy	3	-	1	-	-	1	-	1	-	-
Dishwasher	2	-	-	-	-	-	1	-	1	-
Janitor	2	-	1	-	-	-	-	-	1	-
Kitchen Helper	1	-	-	-	-	-	-	-	1	-
Porter	3	-	-	-	1	1	-	-	-	1
Agricultural										
Packer, Vegetables (Packing Potatoes)	1	-	-	1	-	-	-	-	-	-
Picker, Fruit (Migratory)	1	-	-	-	1	-	-	-	-	-
Poultry Feeder (Laborer-Feed Farm or Poultry Plant)	1	-	-	-	-	-	-	-	1	-

Table 6

Occupations of Adult Males Not in Labor Force or Unemployed

		Not in Labor Force			Unemployed					
					Less Than 6 Months			6 Months or More		
Occupations	Totals	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American
White Collar										
Sales										
Salesperson (Stock & Sales-Retail Store)	1	-	-	-	-	-	-	-	1	-
Clerical										
Meter Reader	1	-	-	-	-	-	-	1	-	-
Manual										
Skilled										
Carpenter, Wallboard & Plasterboard Setting (Hanging Sheetrock)	1	-	-	1	-	-	-	-	-	-
Maintenance Mechanic (Electrical and General Repair-Meatpacking Company)	1	-	-	1	-	-	-	-	-	-
Shoe Repairman	1	-	-	-	1	-	-	-	-	-
Semiskilled										
Roughneck	1	-	-	-	-	-	-	1	-	-
Truck Driver	2	-	-	-	1	-	-	-	1	-

Table 6 (Continued)

Occupations	Totals	Not in Labor Force			Unemployed Less Than 6 Months			Unemployed 6 Months or More		
		White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American
Unskilled										
Carpenter Helper..............	1	-	-	-	-	-	-	1	-	-
Clean-up Man (Railroad Co.)...	1	-	-	-	-	-	-	-	1	-
Unloader (Loading & Unloading Gro.)........................	2	-	-	-	-	-	1	1	-	-
Service										
Bell Boy......................	2	1	-	-	1	-	-	-	-	-
Janitor.......................	2	-	-	-	-	-	-	-	2	-
Porter........................	1	-	1	-	-	-	-	-	-	-
Agricultural										
Poultry Feeder (Laborer-Feed Farm or Poultry Plant)..	2	-	-	-	1	-	-	-	1	-

Table 7

Training Desired by Young Males Not in Labor Force or Unemployed

Occupation for Which Training Desired	Total	Not in Labor Force	Unemployed Less Than 6 Months	Unemployed 6 Months or More
Any Occupation........	3	-	3	-
"Electronics".........	1	-	1	-
Mortician............	1	-	-	1
Clerical.............	1	-	1	-
Mechanic.............	1	-	1	-
Machinist............	5	2	-	3
Welder...............	3	-	2	1
Upholsterer..........	1	-	-	1
Cook.................	1	-	1	-
Totals........	17	2	9	6

Table 8

Training Desired by Adult Males Not in Labor Force or Unemployed

			Unemployed	
Occupations for Which Training Desired	Total	Not in Labor Force	Less Than 6 Months	6 Months or More
Any Occupation..........	4	-	3	1
Motel Manager...........	1	-	1	-
Service Station Manager.	1	-	-	1
Computer Programmer	1	-	1	-
Mechanic................	1	-	1	-
Machinist	1	1	-	-
Office Machine Repairman	1	-	-	1
Truck Driver............	1	-	1	-
Upholsterer.............	1	1	-	-
Beautician..............	1	1	-	-
Janitor.................	1	-	1	-
Totals.............	14	3	8	3

Table 9

Distribution of Not in Labor Force or Unemployed Respondents According to Source of Income

					Unemployed					
		Not in Labor Force			Less Than 6 Months			6 Months or More		
Source of Income	Total	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American
Young Males										
Family	7	1	1	-	-	1	-	1	3	-
Private	1	-	-	-	-	-	-	-	1	-
None or Source Not Reported	16	-	1	1	3	3	3	2	3	-
Adult Males										
Family	3	-	-	-	-	-	-	2	1	-
Private	7	1	1	-	3	-	-	-	1	1
None or Source Not Reported	16	-	-	2	5	2	3	-	3	1

Table 10

Methods Used by Young Males to Locate Jobs

Method Used to Locate Job	Not in Labor Force			Unemployed						Total
				Less Than 6 Months			6 Months or More			
	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American	
Job Liked Best										
Public Employment Office	-	-	-	-	-	1	-	-	-	1
Private Employment Agency	-	-	-	-	-	-	-	-	-	0
Direct Application to Employer...............	-	-	-	2	-	1	-	1	-	4
Contacting Former Employer...............	-	-	-	-	-	-	-	-	-	0
Relatives or Friends.....	-	2	1	-	2	1	-	4	-	10
Answering Want Ads.......	-	-	-	-	-	-	-	-	-	0
Walking Around and Asking	-	-	-	-	1	-	-	1	-	2
Job Liked Least										
Public Employment Office	-	-	-	-	-	2	-	-	-	2
Private Employment Agency	-	-	-	-	-	-	-	-	-	0
Direct Application to Employer...............	-	1	-	1	-	-	-	1	-	3
Relatives or Friends.....	-	-	1	1	-	1	-	4	-	7
Contacted by Employer....	-	1	-	-	-	-	-	-	-	1

Table 10 (Continued)

Method Used to Locate Job	Not in Labor Force			Unemployed						Total
				Less Than 6 Months			6 Months or More			
	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American	
Best Means of Locating Job										
Public Employment Office	-	2	-	-	-	1	1	1	-	5
Direct Application to Employer................	1	-	-	3	-	-	1	-	-	5
Relatives or Friends......	-	-	1	-	2	-	1	6	-	10
Answering Want Ads........	-	-	-	-	1	-	-	-	-	1

Table 11

Methods Used by Adult Males to Locate Jobs

Method Used to Locate Job	Not in Labor Force			Unemployed						Total
				Less Than 6 Months			6 Months or More			
	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American	
Job Liked Best										
Public Employment Office	-	-	-	-	-	-	1	1	-	2
Private Employment Agency	-	-	-	3	-	1	-	-	-	4
Direct Application to Employer................	1	-	-	1	-	-	-	1	-	3
Contacting Former Employer	-	-	-	-	-	-	1	-	-	1
Relatives or Friends......	-	1	2	4	1	-	1	2	1	12
Answering Want Ads........	-	-	-	-	-	-	-	1	-	1
Walking Around and Asking	-	-	-	-	1	1	1	-	-	3
Other....................	-	-	-	-	-	1	-	-	-	1
Job Liked Least										
Public Employment Office	-	-	-	1	-	-	-	-	-	1
Private Employment Agency	-	-	-	-	-	1	-	-	-	1
Direct Application to Employer................	-	1	-	1	-	-	-	1	1	4
Relatives or Friends......	-	-	2	2	1	1	1	2	-	9
Answering Want Ads	1	-	-	-	-	-	-	-	-	1
Walking Around and Asking	-	-	-	-	-	1	1	1	-	3
Mission..................	-	-	-	-	-	-	1	-	-	1
Self-Employed............	-	-	-	1	-	-	-	-	-	1

Table 11 (Continued)

Method Used to Locate Job	Not in Labor Force			Unemployed						Total
				Less Than 6 Months			6 Months or More			
	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American	
Best Means of Locating Job										
Public Employment Office	-	-	-	2	-	1	2	-	1	6
Direct Application to Employer..............	1	-	-	5	1	1	1	1	-	10
Relatives or Friends....	-	1	2	-	1	-	1	2	1	8
Placing or Answering Ads	-	-	-	1	-	1	-	-	-	2

APPENDIX B

Appendix B-1

Gordon Committee Recommendation of Study of Labor Force Nonparticipation

In its final report, the President's Committee to Appraise Employment and Unemployment Statistics concluded that

> the criteria now being used to draw the line between those unemployed and those not in the labor force are, in general, soundly conceived. There is, however, considerable room for improvement in the way the definition of unemployment is applied in practice, and we believe that further experimentation and research can lead to measures of unemployment which are more reliable and easier to interpret than those that are now published.[1]

In examining the application in practice of the present definition of unemployment, the Committee found that "the aim of the household survey to make the definition of unemployment rest upon the overt act of looking for work in specified ways...is imperfectly achieved."[2] Imperfect achievement of the objective was found to be attributable to the fact that "classification of persons into the unemployed group (rather than not in the labor force) depends on the mental attitude of the respondent" and to ambiguities concerning the period of time for which the respondent replied to the "looking for work" question.

Expressing its belief that the ambiguities can and should be reduced, the Committee recommended "that intensive research be promptly undertaken looking toward a sharpening of the unemployment concept." Its proposal to sharpen the concept placed emphasis on specifying the actual steps a person not working has taken to look for a job before that person is considered unemployed rather than out of the labor force.[3]

The Committee's proposal would result in classifying a person as unemployed (rather than not in the labor force) only if he had actually looked for work within some reasonable period of time. An additional recommendation by the Committee, "that the household survey obtain information regarding the availability for work of those not currently listed as being in the labor force," would lead to identification of those persons "who want to work but, because they have not recently tested the job market, are not included in the labor force."[4]

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[1] Measuring Employment and Unemployment, President's Committee to Appraise Employment and Unemployment Statistics, Washington, Government Printing Office, 1962, p. 49.

[2] Ibid., p. 50.

[3] Ibid., p. 53

A correction of the inadequacy of information regarding the work experience and willingness to work of persons not in the labor force was found by the Committee to be necessary to cope with the following issues: (1) some of the persons reported out of the labor force may actually have looked for work within the acceptable period; (2) the household survey provides no information on the number or characteristics of persons who would like to work but, for one or another reason, did not actually look for work during the period in question; and (3) none of the available data permit a determination of the circumstances under which persons not now in the labor force would be willing to work or of their work experience.[5]

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[4] Ibid., p. 53.

[5] Ibid., pp. 54-55.

Appendix B-2

Socio-Psychological Variables In Labor Force Nonparticipation

Recognition of the interrelationship between social, psychological, and economic reasons underlying labor force nonparticipation caused the early orientation of this study to be interdisciplinary, for its original purpose was to determine if it is possible (1) to identify, by name and address, males who are not in the labor force but who, under some circumstances, would want to work and (2) to develop techniques for identifying the variety of economic, social, and psychological reasons underlying labor force nonparticipation.

The "discouragement hypothesis" provides a framework for such an interdisciplinary analysis. According to that hypothesis, persons may withdraw from the labor force after experiencing prolonged unemployment or may refrain from entering the labor force on the basis of their unfavorable expectations as to the likelihood of finding satisfactory employment in a reasonable period of time. In a careful application of the Current Population Survey concepts, only eight of 55 respondents could be classified as "not in the labor force," and only minimal success was realized in the attempt to develop unstructured interviews, which would have been permitted identification of socio-psychological variables. This study, consequently, was less interdisciplinary than it was originally designed to be. Reorientation of the study became desirable, when analysis of completed interviews and comments of enumerators pointed up the two questions upon which this report is focused.

Several sociologically-and/or psychologically-oriented hypotheses were formulated in the attempt to develop an unstructured interview schedule. These hypotheses were:

1. Male labor force nonparticipants may be characterized by retarded levels of aspiration, because their fathers, brothers, or friends have experienced limited occupational achievement.

2. Expectations as to employment opportunity and/or attitudes toward work held by male labor force nonparticipants may reflect the influence of those persons and groups with whom the nonparticipant is psychologically involved.

3. Male labor force nonparticipants may have come to view work as an unreliable means of achieving their goals and may have substituted some non-legitimate source of livelihood for work.

4. Male labor force nonparticipants, whose expectations as to employment opportunity have caused them to become

disillusioned and discouraged, may have abandoned all effort to engage in gainful economic activity.

5. Male labor force nonparticipants, who have become frustrated in economic activity, may have substituted other goals for economic success together with new means for achieving the alternative goals.

Testing of these hypotheses from the standpoint of social psychology required information concerning: (1) the varying "personality needs" of respondents; (2) the effects of possible traumatic experiences associated with work; and (3) the general attitudes of respondents toward employers as possible authority figures. Testing them from the standpoint of sociology required information concerning: (1) the cultural background of respondents with special concern for their normative commitments and values; (2) the character of respondents' current social relations as these relations influence belief and outlook; and (3) the individual respondent's definition of himself as a non-worker.

Adequate exploration of the primary psychological questions could only have been made with an open-ended or "depth" approach in the interviews. The hypothesis that the motivation of the adult male to be in the labor force, or that his level of occupational aspiration, is related to the occupational adjustment of his father and/or older brothers could have been tested by making comparisons which would have required equivalent data for a control group of employed and occupationally well adjusted men. Discrepancies between the occupational achievement of the respondent and that of his brothers would have suggested factors other than parental accomplishment contributing to the respondent's nonparticipation in the labor force. Depth interviews also would have permitted determination of the degree to which labor force nonparticipation is attributable to such family disruptions as death of one or more parents, divorce of the parents, or constant moving of the parental family from one location to another.

Assuming that the interviewer had asked the respondent to enlarge on his response to question 14c in Schedule II,[1] "What kind of a person was he?" (his father), and the similar question regarding his teachers, these responses could have been categorized through content analysis to determine the respondent's attitude toward authority figures. Such analysis would have permitted evaluation of the hypothesis that labor force nonparticipation is a function of a lack of interpersonal skills or of an inability to relate positively to supervisors or other authority figures.

Schedule II was also capable of producing data indicating the level of needs to which the interviewers responded when they worked or refrained from working. In the relatively few interviews in which Schedule II was used, the questions "What did you like about that job?" and "What did you dislike about that job?" produced references to low rates of pay or unfavorable working conditions, such as "long hours," "heavy work," "had to work in bad weather," etc. These, in Herzberg's[2] framework, fall in the category of "dissatisfiers" as distinguished from higher level incentives, or "satisfiers," such as the opportunity to be creative, to make one's own decisions, etc. References to the latter types of incentives, the satisfiers, were non-existent in the interviews in which Schedule II was used. This is predictable since the need for satisfiers emerges among men who are unemployed or underemployed, only when the more basic needs are typically not satisfied.

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[1] Appendix C-3.

One possible approach to explanation of differences among males in employment opportunity expectations and/or in attitudes toward work is offered by the socio-psychological concept of reference group.[3] Identification of a male labor force nonparticipant's reference groups and of the manner in which he became associated with, as well as the terms of his psychological allegiance to, each group would offer an insight into some of the reasons underlying his status as a nonparticipant.

The difficulty inherent in identifying reference groups was clear from the outset; yet the need to apply the concept in identifying reasons underlying labor force nonparticipation became increasingly clear, as it was realized that reference groups determine for the individual what his goals should be. It was concluded, therefore, that use of the concept would permit determination of whether or not a jobless male sought the attainment of some goal other than economic activity. Specifically, identification of goals other than working was assumed to permit a determination of some of the reasons underlying labor force nonparticipation, insofar as it resulted in identification of the means a jobless male employed to achieve these noneconomic goals.

Identification of reference groups, particularly when respondents are undereducated and socially disadvantaged, requires an indirect, rather than a direct, approach. Consequently, Schedule II included several items designed to identify at least some of the reference group influences which might have shaped the employment opportunity expectations and attitudes toward work of male labor force nonparticipants. It was assumed that the prime reference groups for such respondents would be the persons to whom they turned in time of personal crisis, the persons they reported as closest friends, and the persons they identified as sources of advice concerning employment problems.

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[2] F. Herzberg, B. Mausner, and Barbara Snyderman, The Motivation to Work, 2nd ed., New York, Wiley, 1959.

[3] A reference group is a formal, or informal, group of which a person is a member or in which he aspires to become a member and which is a source of norms and values for him.

Information concerning attitudes or normative and value commitments is of central importance to an understanding of male labor force non-participants. Because the terms of fulfilling the requisites for the male role in contemporary American society, at the very least, include self-support from work and/or from the ownership of property, the able-bodied male, who is neither employed nor seeking work, is viewed by the sociologist and the social-psychologist as a transgressor of central cultural norms. The key question is why such a male does not seek employment as a means to definite economic and social advantage and why, in response to psychological and sociological influences, he engages in "deviant" behavior.

Testing of a much used model of economic deviancy, developed by the sociologist, Robert K. Merton,[4] was found relevant to the sociologically and/or psychologically-oriented hypotheses formulated in this study. Merton's model, utilizing the notion of ends and means, permits classification of persons on the basis both of degree of conformity to economic and cultural standards and by type of deviancy, where there is some degree of non-conformity.

According to this model, success is evidenced in income and in material possessions and exists as the central goal for males in American society. Since gainful employment is the legal and institutionalized means to achieve the goal of income, the male, who is committed to the goal of success and who attempts to achieve the goal through work, is a conformist. The majority of American males, of course, are conformists.

It was Merton's general hypothesis that, in a success-oriented society where educational deficiency, minority group identity, obsolete skills, and/or other limitations upon economic achievement are operative, frustration is a distinct possibility for males.

Merton developed a typology of four "modes of accommodation" to such frustration: innovation, ritualism, retreatism, and rebellion. Innovation occurs when economic success is retained as a prime personal goal, but noninstitutional means are used in the attempt to achieve the monetary and material symbols of success. Ritualism exists when the male is disenchanted or disillusioned with the possibility of success but engages only in a superficial search for work or in the superficial performance of his job. Retreatism appears when frustration and disappointment produce abandonment both of realistic hope and expectation of success and of employment as a means to any end. Finally, rebellion occurs when frustration in the pursuit of success results in the substitution of some other goal for success and of some other means for legitimate economic activity.

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[4] See especially his "Social Structure and Anomie," reprinted in R. K. Merton, Social Theory and Social Structure, (rev. ed.), Glencoe, The Free Press, 1957, pp. 121-194.

Hypothetically, males between the ages of 18 and 54 years, could be described by the categories indicated in Figures 1 and 2. As is shown in Figure 1, a majority of American males in this age group are committed to usual economic and cultural goals and are, therefore, engaged in economic activity. The weaker that commitment, the more likely it is that a male is not in the labor force. The male with no commitment to the goals, of course, will be a labor force nonparticipant.

Figure 2 shows that the working-age male with the greatest commitment to social and economic goals is a conformist, while the male with a weak commitment to those goals is a ritualist. Working-age males, who are not in the labor force, will be either innovators, retreatists, or rebels--depending upon both the intensity with which they reject normative goals and the means they employ in achieving, or seeking to achieve, economic success or some goal which has been substituted for economic success. Movement of an individual male between the ritualist and innovator categories will occur in response to his changing perception of ends and means. The retreatist may be best described by the discouragement hypothesis. The rebel's nonparticipation in the labor force may be attributable to voluntary withdrawal from economic activity.

Affirmative answers to the item "Do you believe that you can win the respect of others without having a job?" and to the item "Do you believe that there are ways for a man like you to get by and have a good life without working?" and a negative reply to the item "Do you believe that you will ever have a job where you can win the respect of others?" tentatively allows classification of the respondent as an innovator. The implication is that he has substituted some other means for work as the way of getting ahead or "succeeding" economically.

Negative replies to the item "Do you believe that you will ever have a job where you can win the respect of others?", the item "Do you believe that you can win the respect of others without having a job?", and the item "Do you believe that there are ways for a man like you to get by and have a good life without working?" allow tentative classification of the respondent as a retreatist. Here the implication is that the person is so demoralized and disenchanted with his life prospects that he has virtually given up the struggle to meet the work demands of the adult male role.

Affirmative answers to the item "Do you believe you win the respect of others without having a job?" and to the item "Do you believe that there are ways for a man like you to get by and have a good life without working?" and a negative reply to the item "Do you believe you will ever have a job where you can win the respect of others?" tentatively

FIGURE I

COMMITMENT OF WORKING-AGE MALES TO GOALS

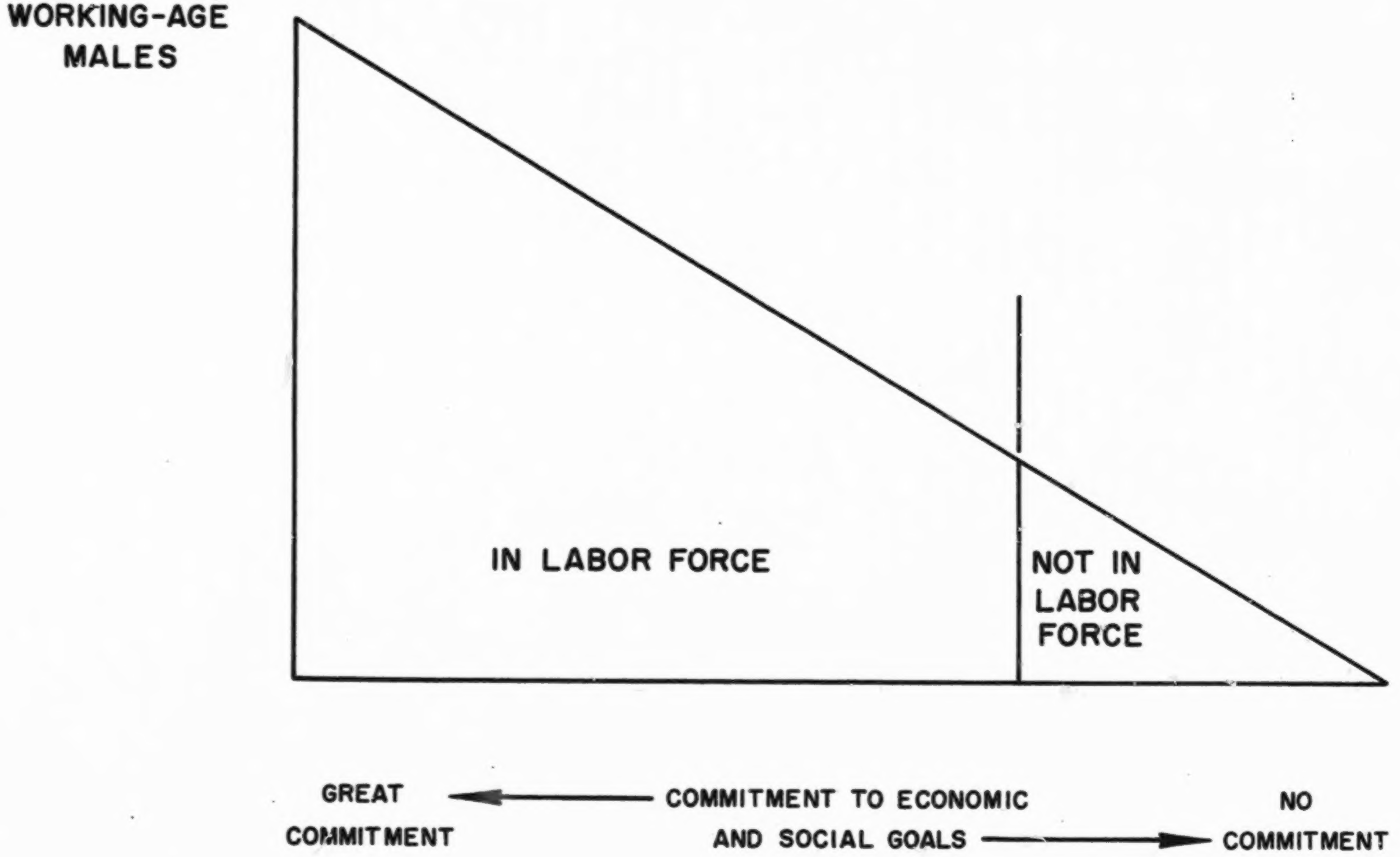
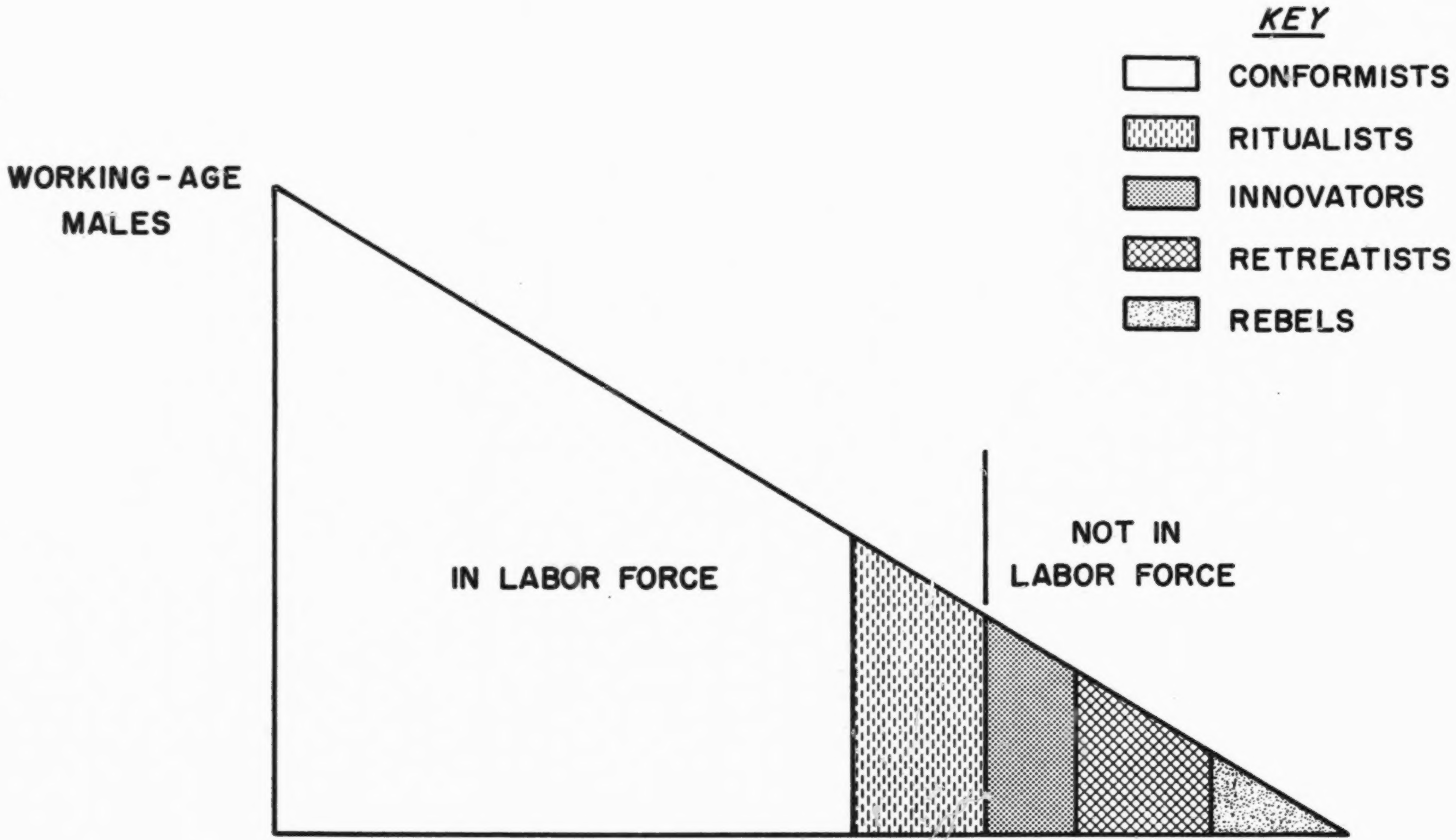

WORKING-AGE
MALES
IN LABOR FORCE
NOT IN
LABOR
FORCE
GREAT
COMMITMENT
COMMITMENT TO ECONOMIC
AND SOCIAL GOALS
NO
COMMITMENT

FIGURE 2

WORKING-AGE MALES BY SOCIAL TYPE


KEY
▭ CONFORMISTS
▦ RITUALISTS
▩ INNOVATORS
▨ RETREATISTS
░ REBELS
WORKING-AGE MALES
IN LABOR FORCE
NOT IN LABOR FORCE

allows classification of the respondent as a rebel. It is assumed, in this process of classification, that other goals have been substituted for the usual ones of economic affluence and security and that other means have been substituted for work as the way to achieve the alternative goals.

Some information concerning the occupational characteristics of the two best friends of respondents is given in Table B-2-1. Most respondents, who reported having two friends, reported them as holding manual occupations, and a relatively larger proportion of white, than of Mexican-American or Negro, respondents reported friends who were employed as white collar workers. Relatively few friends were reported as being without work.

To the extent that it can be assumed that non-working respondents were influenced in their values and attitudes toward employment by the friends who were listed, it appears that these friends most frequently would encourage the respondents to seek work. There is little evidence to indicate that the non-working respondents were encouraged to remain without employment because of association with others who are without work.

Classification of respondents according to mode of accommodation to employment difficulties presented numerous problems. The items which pertain to aspirations and work were modified as the schedule was refined, and, hence, the basis for this classification was not standard for all respondents. There are also serious questions as to how effective the schedule was in eliciting accurate information concerning values and attitudes which pertain to work.[4] Distribution of nonparticipant and unemployed respondents, by type of accommodation and ethnic identity, is given in Table B-2-2 which shows that the largest proportion were classified as conformist. Many who were so classified, however, might well be more accurately classified as ritualist in light of their likely despair and disillusionment.

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[4] There is a serious problem of interpretation posed here. Because the great majority of the respondents claimed that they had engaged in some action or actions designed to locate employment during the four weeks preceding their interviews, they were classified as unemployed and, hence, as labor force participants. If they had been seriously seeking employment they, obviously, would be representative of neither innovation, retreatism, nor rebellion. Success in an attempt to isolate these types of accommodation to adversity in the work situation would require a more effective means of separating the unemployed from labor force nonparticipants who are either unwilling to seek work or psychologically unable seriously to seek work.

Table B-2-1

Distribution of Friends of Respondents, by Occupation or Labor Force Status, According to Labor Force Status of Respondents Not In The Labor Force or Unemployed

Occupation or Labor Force Status of Friends	Total	Not in Labor Force			Unemployed					
					Less Than 6 Months			6 Months or More		
		White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American
White Collar Workers..............	8	-	-	-	3	-	-	3	2	-
Manual Workers.........	44	1	4	2	5	5	5	4	16	2
Students...............	3	1	-	-	-	-	-	-	2	-
Unemployed.............	10	1	-	-	2	3	2	-	2	-
No Friends or No Friends Reported..	39	1	2	2	12	6	5	7	2	2
Totals	104	4	6	4	22	14	12	14	24	4

Table B-2-2

Distribution of Not in Labor Force or Unemployed Respondents By Mode of Accommodation to Employment Difficulties

					Unemployed					
		Not in Labor Force			Less than 6 Months			6 Months or More		
Mode of Accommodation	Total	White	Negro	Mexican-American	White	Negro	Mexican-American	White	Negro	Mexican-American
Young Males										
Conformism............	19	1	2	1	2	3	3	3	4	-
Ritualism.............	2	-	-	-	-	-	-	-	2	-
Retreatism............	1	-	-	-	-	-	-	-	1	-
Innovation............	2	-	-	-	1	1	-	-	-	-
Rebellion.............	0	-	-	-	-	-	-	-	-	-
Primary Males										
Conformism............	16	1	1	2	5	1	1	2	2	1
Ritualism.............	9	-	-	-	3	-	2	2	1	1
Retreatism............	1	-	-	-	-	-	-	-	1	-
Innovation............	2	-	-	-	-	1	-	-	1	-
Rebellion.............	0	-	-	-	-	-	-	-	-	-

It is significant that both respondents classified as retreatists were Negroes. If it is valid to assume that discrimination in job-seeking is corrosive to morale, it may be expected that members of minority groups will display retreatism most frequently. It is significant, also, that the four cases of innovation were Negro and Mexican-American. This mode of accommodation, wherein work is abandoned as a source of livelihood and some non-legitimate means is substituted, would be expected most frequently where unusual and arbitrary obstacles to finding suitable employment are encountered.

Appendix B-3

Development of the Interview Schedule

In addition to the attempt to identify, by name and address, males who want to work but are not engaged in active job searches, the original purpose of this study included an attempt to develop techniques for identifying economic, social, and psychological reasons underlying labor force nonparticipation. Ideally, the development of such techniques would employ "open-end" questions for use in depth interviews resulting from a testing of hypotheses and the precise formulation of "probes" interviewers might employ effectively without biasing the interviewer's responses. Moreover, the development of techniques had to be directed toward an interview schedule which could be used effectively by enumerators lacking extensive training in economics, sociology, and/or psychology.

Inadequate success in the formulation of specific hypotheses underlying open-end questions considered for use (some of which were used in early schedules), resulted in the evolution of the instrument from a very open-ended one to a rather highly structured one. Although only a modicum of success was enjoyed in developing open-end questions to identify psychological and sociological reasons underlying labor force nonparticipation, greater success was enjoyed in identifying economic reasons. This latter class of reasons is somewhat more amenable to identification through the use of a structured interview technique.

The interview schedules were continually revised and tested in an attempt to perfect an instrument which would permit achievement of the goals of the study. The preliminary schedule appears in Appendix C-1, and schedules utilized in the bulk of the interviews appear in Appendixes C-3 through C-11.[1] Some comments on the schedules are in order.

Preliminary Schedule (Appendix C-1) Schedule I, developed by a graduate student in psychology, after his participation in early staff meetings, was designed only to organize the basic ideas. This schedule was not considered to be operational, but it was pretested in a limited number of interviews and provided the basis for subsequent discussions.

Schedules Used in Interviews (Appendixes C-3 through C-11) Several schedules were utilized in the bulk of the interviews. Schedule II which retained many of the open-ended questions appearing in Schedule I, evolved gradually, and two interim schedules were developed between Schedules I and II.[2] A detailed analysis of the purpose of each major section and of specific questions was prepared to accompany Schedule II. (Appendix C-2).

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[1] These various schedules are reproduced in Appendix C, because the original purpose of this study was a methodological one. Understanding of the process through which the schedule evolved requires examination of each schedule.

Pretesting of this schedule and its use in ten interviews resulted in determination of the magnitude of the problems encountered in the use of open-end questions. Stated most succinctly, these problems were: (1) less success was realized in formulating testable psychological and sociological hypotheses than in formulating economic hypotheses; (2) responses to the open-end questions which were developed were not subject to meaningful interpretation.

Realization of the existence of the first problem led to the abandonment of the attempt to develop a tool for in-depth interviewing. In retrospect, this decision exists as one which might have been anticipated in the light of the complexity of the problem under study. The second problem, to some extent at least, is an outgrowth of the first. After all, limited success in developing testable hypotheses to identify psychological and sociological variables would seem to preclude meaningful analysis of open-end questions related to those variables. Moreover, two basic questions must be answered in reaching a decision concerning the use of open-end items: (1) Could such questions be used, effectively, by enumerators lacking extensive training in economics, sociology, and/or psychology? (2) Assuming that the questions could be used, would the responses obtained in an extensive study be subject to meaningful analysis and interpretation? Because both of these questions had to be answered negatively, it became necessary virtually to abandon the use of open-ended questions and to relegate to a position of minor importance the identification and analysis of noneconomic variables.

Ultimately, Schedule III was developed for use as the basic schedule, and four variations of this schedule were utilized in order to restrict the use of any one variation to a maximum of ten interviews.[3] It will be noted that the instructions to interviewers are based upon Bureau of the Census instructions to enumerators and that both general and specific instructions are provided.

Schedule III-Basic was designed for use in all interviews. This schedule consists of two sections: I. Background Information and II. Labor Force Status. Although both of these sections are restricted, almost wholly, to "sorter" questions, there appear, in addition, a small number of questions designed to determine attitudes.

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[2] These interim schedules are not reproduced in this report, for they were assimilated, almost wholly, into Schedule II.

[3] These four variations, along with instructions to interviewers, appear in Appendixes C-4 through C-11.

Schedules III-A and III-B were designed for use with young males (18-24 years), while Schedules III-C and III-D were designed for use with adult males (25-54 years).

Schedules IV-A and IV-B were designed for use in a household survey. Their purpose, simply, was that of permitting identification of males who might be interviewed. Successful identification of males not in the labor force, but wanting to work, was to be followed by the use of Schedule III-Basic and then by either Schedule III-A or Schedule III-B for young males and either Schedule IV-A or IV-B for adult males.

The distribution of respondents according to schedules is shown below:

Schedule	Young Males	Adult Males	Total
II Pretest..........	3	7	10
III.................	4	6	10
III-A...............	10	0	10
III-B...............	10	0	10
III-C...............	0	9	9
III-D...............	0	6	6
Totals	27	28	55

Numerous staff discussions of interviewing techniques produced agreement on a few important and obvious procedural matters. It was agreed that interviewers would strive to establish as much rapport as possible in all interview situations; it was agreed that interviewers in no case should "lead" respondents; and it was agreed that it was desirable to conduct interviews on the "home ground" of the respondents whenever possible. Recognizing that white persons could not easily interview lower income southern Negroes or Mexican-Americans except in unusual situations, provision was made to use some Negro and some Spanish-speaking interviewers.

The final version of the interview schedule employed in this study appears to be a useful and serviceable instrument. Analysis of the completed interviews, however, points up the need for further refinements which may be summarized as follows:

1. Particularly necessary is a refinement of the items which were designed to distinguish long-term unemployed workers from labor force nonparticipants. Additional items are needed to distinguish, clearly, the male who, although wanting to work, is aware only of very inefficient methods of job-seeking.

2. The items which relate to "reasons for failures to get jobs" do not provide, in adequate depth, the information they were designed to elicit. It appears likely that Negro and Mexican-American respondents did not report racial discrimination with candor. Perhaps a less direct query concerning their beliefs as to the experiencing of discrimination is necessary. Moreover, the schedule includes no general questions concerning the prevalence or consequences of racial discrimination. Were the schedule to be used in a study of the employment and unemployment experiences of frequently unemployed or intermittently employed Negro males, further items pertaining to racial discrimination would be needed.

3. Items in the schedule which pertain to family relations do not provide adequate information on the character of family associations of the respondents. Items might be introduced or modified to allow some gauge of the relative degree of estrangement of nonworking males from their families, their beliefs concerning reciprocal familial responsibilities, and sources of family conflict.

4. Items which concern the source of support are inadequate, for a high proportion of the respondents were not engaged in gainful activity yet reported no source of support.

5. A more elaborate set of items would be required to allow classification of respondents under Merton's scheme. There exists a need for items which provide more detail concerning changes in morale, and more information concerning the ways of living which are acceptable and unacceptable to the interviewee.

The final version of the schedule was the result of an evolutionary process. In the early versions, many of the questions used were very open-ended. As these questions were analyzed and tested in the interviews, they progressed toward their more structured final forms. It is likely that further revision of the schedule would require the use of a similar approach to the development of appropriate items.

APPENDIX C

Appendix C-1

Schedule I

Preliminary Schedule

A. INTRODUCTION: (Cannot be structured; should include: (1) exchange of names; (2) explanation of purpose of the interview; (3) other relevant remarks appropriate to the occasion.)

B. BACKGROUND INFORMATION

1. How long have you lived here in Houston?
2. Where did you live before that?
3. Where did your folks come from? Could you tell me a little more about your family?

PROBE AS NECESSARY TO OBTAIN THE FOLLOWING INFORMATION.

4. Who lives at his house now?
5. Did his father live with him?
6. Who is the breadwinner in his family?
7. Place of birth.
8. How long he lived there.
9. Number of places he has lived. (Not including moves within city area)
10. Place of parents birth.
11. How long they lived there.
12. Number of places they lived.
13. Father living?
14. Mother living?

IF PARENTS ARE LIVING, ASK:

15. Do your parents live together?
16. Father's occupation. Current. Previous.
17. Father's education.
18. Is mother working?
19. Mother's education.
20. Number of brothers.
21. Number of sisters.
22. Education of brothers over 18. Education of sisters over 18.
23. Is he married?
24. Is wife working?
25. Number of children. Children working? Education of children over 18.
26. Who all contributes to the financial support of the family?
27. Do (did) his parents speak or understand any other language besides English?

IF YES, ASK: What language is spoken in the home?

C. WORK EXPERIENCE

28. What have you been doing the last 6 months?

THE ANSWER TO THIS MAY NOT BE ABOUT WORK. HE SHOULD BE ALLOWED TO DISCUSS WHATEVER HE WANTS TO, EVEN IF IT IS NOT ABOUT WORK. PROBE AS NECESSARY TO OBTAIN THE FOLLOWING INFORMATION.

29. Is he presently working?
30. What jobs he has held during the last 6 months. And for how long.
31. How much of last six months was spent in: a. Working b. School c. Other (specify).
32. Of the various jobs he has held, which did he like best?
33. What did he like about it?
34. What job did he like the least?
35. What has he found to be the best way of going about getting a job?

IF NECESSARY, PROBE, AND ASK: How did you get your last job? OR: How did he get his past several jobs?

36. What have you found to be the major difficulty in getting jobs?

PROBE TO EXPLAIN SUCH FACTS AS: Racial discrimination. Religious discrimination. Lack of education.

IF NOT WORKING NOW, ASK 37, 38 AND 39.

37. If you decided to look for work now, how would you go about it?
38. About how much money do you need to live on?
39. What would you like to be doing a year from now?

PROBE: FOR EXAMPLE, IF HE SAYS "WORKING", ASK: "What kind of work, etc."

40. Is there any particular reason why you have not been looking for work? a. Waiting for recall? b. How long ago laid off? c. Waiting to hear from job application? d. How long ago was application made?

D. EDUCATION

41. How far did you go in school? (Never attended, Grade School, High School, College)
42. What subjects did you like the most? Why?
43. What subjects did you like the least? Why?
44. When did you go to school?

IF LESS THAN HIGH SCHOOL GRADUATE ASK: Why did you not finish school?

45. Have you had any special vocational training?

IF YES, ASK: What kind, and how long?

E. GENERAL INFORMATION

46. Age. Ethnic identity. (Negro, White, Mexican-American)
47. Military status. (Veteran: World War I, World War II, Korea, Peace time service; None; Draft status.)
48. Marital status. (Never married, Married, Living with wife, Married, but separated, Living apart, but not separated)
49. Divorced (How many times?) Widower?

IF MARRIED: Does his wife work?

F. PRESENT FAMILY AND COMMUNITY RELATIONSHIPS

50. Do you consider yourself to be on good terms with your parents?
51. How often do you see them? (Daily, 1 to 5 times a month, 1 to 3 times a month, 1 to 10 times a year, less than twice a year)
52. How about your brothers and sisters? (Daily, 1 to 5 times a week, 1 to 3 times a month, 1 to 10 times a year, less than twice a year)
53. Do you have several close friends or fellows you run around with?

IF YES, ASK: What kind of work do they do?

54. What do you enjoy doing most when you have the money and opportunity? (Spectator sports, Participative sports, Movies, Television, Reading, Go to bar or tavern, Other)
55. If you needed help badly because you were ill, to whom would you go? (Relatives, Friends, Welfare Agency, Other)
56. If you needed money badly, to whom would you go for help? (Relatives, Friends, Bank, Loan Company, Charitable Agency, Welfare Agency, Other)
57. Do you read any part of the newspaper regularly?

IF YES, ASK: What part? (News, Comics, Editorials, Want Ads, Sports, Other)

58. Do you receive any income? Other than from work?

IF YES, PROBE TO DETERMINE SOURCE. (Retirement, Private firm, Armed forces, Civil service, V. A. Benefit or pension, Other)

59. Do you have any serious health problem?

IF YES, ASK: What sort of problem? Do you ever expect to regain full health?

G. MISCELLANEOUS QUESTIONS WHICH MIGHT FIT IN SOMEWHERE

60. Think of two or three people you admire more than anyone else.
61. What do you like about them?
62. If you had your life to live over again, what might you do differently?
63. Can you tell me what a typical day is like when you are not working?
For Example: What did you do yesterday?

OBTAIN SEQUENCE OF EVENTS--FROM GETTING UP TO GOING TO BED, AND TIME SPENT IN EACH ACTIVITY.

64. Most people seem to want to have a lot of money, cars, good clothes, and a nice place to live. Do you believe that you ever will have enough money to let you live the way you would like to live?

PROBE TO ASCERTAIN WHAT THE RESPONDENT'S REALISTIC HOPES ARE, ETC. IF YES, ASK: How do you expect to get the money?

PROBE TO EXPLORE THE RESPONDENT'S EXPECTATIONS WHICH PERTAIN TO EMPLOYMENT. IF NO, ASK: Why not?

PROBE TO EXPLORE THE RESPONDENT'S BELIEFS CONCERNING EMPLOYMENT POSSIBILITIES: DISCOVER IF RESPONDENT EXPECTS TO WORK OR TO SEEK WORK IN SPITE OF LITTLE HOPE OF "GETTING AHEAD" ETC.)

65. Some people work hard to win the respect and admiration of their friends and families. Do you believe that it is worthwhile to struggle like that to win the respect of other people?

RESTATE QUESTION SO THAT RESPONDENT FULLY UNDERSTANDS THE IDEA INVOLVED IN THE QUESTION.

66. IF NO, ASK: Why not?

PROBE TO ASCERTAIN IF AND WHY RESPONDENT EVER PLANS TO WORK OR TO SEEK WORK IN THE FUTURE.

67. IF YES, ASK: Do you believe that you will ever have a job where you can win the respect of others?

68. IF YES TO 67, ASK: What sort of job?

69. Do you believe that you can win the respect of others without having a job?

70. IF YES TO 69, ASK: How can you win the respect of your friends without having a job?

71. Do you believe that some men enjoy work and are happy while working?

IF YES, ASK: Do you expect to ever have a job which is a source of satisfaction for you? RESTATE QUESTION IF NECESSARY. IF NO, ASK: Why not? PROBE TO ASCERTAIN WHETHER THE RESPONDENT EVER EXPECTS TO SEEK WORK, ETC.

72. Do you believe that there are ways for a man like you to get by and have a good life without working?

IF YES, ASK: How can a man get by and have a good life without working?

Appendix C-2

SCHEDULE II

ANALYSIS OF PURPOSE, BY SECTIONS

Personal Interview Schedule

The attached interview schedule is to be used in the interviewing of respondents (1) whose names and addresses have been obtained from the Public Employment Service and various welfare agencies and (2) who have been identified through the sampling of households in Census tracts characterized by low labor force participation rates and low unemployment rates for 14 year and older males. The following is an analysis of the purpose of each of the major sections of the instrument.

A. INTRODUCTION - self-explanatory.

B. RESIDENCE

Items 1, 2, 3, and 4, and items 15, 16, and 17 seek information concerning the geographic mobility and the rural-urban background of the respondent and of his parents. When viewed against the respondent's work-history (items 35 through 37) and the occupations of his parents (items 21a and b and 22a, b, c, and d), these items should yield information on the degree of geographic mobility and the extent to which geographic mobility has been accompanied by occupational mobility. These items, then, should contribute to a determination of the point in his occupational career at which the respondent finds himself at the time of the interview.

Information concerning the respondent's rural-urban background will offer an indirect measure of past and present opportunities for education and training. Since this study assumes, implicitly at least, that a substantial proportion of the respondents are rural-urban migrants, it is important to determine whether a large proportion of the male labor force nonparticipants are out of the labor force because inadequate opportunities for education and training were available to them in rural areas. In addition, these items will offer an insight into whether labor force nonparticipation is a first or second generation phenomenon. At the very least, these items will permit tentative conclusions concerning the merits of further investigation of a possible relationship between rural educational-training opportunities and labor force nonparticipation in urban labor markets.

C. LABOR FORCE STATUS

Items 5 through 11 are "sorting" questions taken from the Current Population Survey. If a respondent has been working for more than two weeks, and the interviewer's probing reveals that the respondent is an active labor market participant not usually among the long-term unemployed, the interview will be discontinued. While the Current Population Survey results only in identification of labor force nonparticipants, this instrument, in 8a, seeks to determine why the respondent is not in the labor force and, then, leads to the probing in subsequent sections.

D. FAMILY CHARACTERISTICS

This entire section is designed to elicit information concerning the respondent's family background which might help account for his motivation, goals, or aspiration level. Family stability during his childhood, along with the educational and occupational achievements of his parents, brothers, sisters, and members of his present family, is judged to be important in determining his motivation, goals, and aspirations.

More specifically, item 14a is designed to elicit identification of that which the respondent remembers first about his parental family and that which he remembers as most important about that family. Items 14b and c seek to identify, and elicit the respondent's judgment of, the individual who played the "father role" in the parental family. The respondent's judgment of the person in the father role is assumed to influence his perception of his own role and his attitude toward activity in the labor market.

Items 16, 17, and 20 will contribute information concerning the stability of the parental family, while items 25a and 25b will contribute minimal information concerning the respondent's personal stability.

Items 21c, 22e, 23b, and 24b determine the educational levels of the respondent's parents, brothers and sisters. The information provided in these items and items 26a, 26b, and 27b (which determine the educational levels of the respondent's wife and children) will be related to Section E. This information is of relevance to the respondent's notion of "desirable" or "appropriate" educational attainment. In addition to serving as a possible indicator of the respondent's own goals, the level of educational attainment of the wife--if she is more highly educated than the respondent--may suggest a dependency need on the part of the respondent.

Information concerning labor force status and occupations of parents, brothers, sisters, wife, and children, also, is relevant to the respondent's attitude toward participation in the labor market. Such information is sought in items 21a and b; 22a, b, c, and d; 23c and d; 24c, d, e, and f; and 28.

F. EDUCATIONAL EXPERIENCE OF RESPONDENT

This section will provide information concerning the respondent's educational attainment, the relationship he was able to establish with teachers as authority figures, the frustrations he experienced in school, and the kinds of activities in which he was successful or felt he was successful. Information obtained in this section may have a bearing on his previous attitude toward employers, supervisors, work, and training. Descriptions of teachers he liked or disliked should reveal attitudes toward authority figures and should contribute to understanding of the inter-personal relationships he has found frustrating.

Specific information on the respondent's educational background, including special vocational training, will show whether or not the respondent is qualified, by training, for jobs in which there are opportunities to work.

G. WORK EXPERIENCE

This section seeks three kinds of information: (1) the respondent's continuity of employment (or unemployment) during the past six months and the past five years; (2) his perception of the job market; and (3) his attitudes toward work in general and toward specific jobs and/or employers.

Items 36, 37, and 38 will provide both a six-month and a five-year work history. Items 39 and 40 will identify his attitudes toward the job he liked best and the one he liked least, as well as the means he employed in locating, and in being hired in, each of those jobs.

Item 41 seeks to determine the respondent's most productive means of job-seeking, while item 42 determines his most productive means of actually being hired.

Item 43 will identify the major difficulty the respondent has experienced in being hired, his ranking of such difficulties, and the reasons given him most frequently by employers who have failed to hire him.

The information provided by the items in this section should permit a determination of the manner, if any, in which job market experience is reflected in nonparticipation in the labor force.

H. PRESENT COMMUNITY RELATIONSHIPS

This section is designed to provide information concerning the respondent's primary group relationships and his dependency status.

Items 44a through 44g concern the respondent's two closest friends, while items 44h and 44i concern other persons. The labor force status, occupational attachment, and educational attainment of these persons are determined, and information concerning the respondent's solicitation of their advice, in seeking solutions to problems he faces, is sought.

With respect to the two closest friends, items 44c and 44d, determine the frequency and circumstances of contact with them by the respondent. Item 44f will determine, specifically, whether or not the respondent is influenced by his two closest friends in finding solutions to his job market problems.

Item 46 will identify the respondent's sources of income, other than work, while items 47 and 48 are designed to determine the respondent's dependency, his awareness of welfare agencies, and whether or not he would use the agencies with which he is familiar. Item 49 will provide information concerning the role of real or imagined illness in the respondent's labor force nonparticipation.

I. SOCIAL RELATIONS AND VALUES

In general, the purpose of this section is to identify the attitude of the respondent toward normative goals and the role of that attitude in his decision to refrain from entering, or to withdraw from, the labor force. It is possible that the respondent, as a victim of despair, rejects work as an effective means of achieving any goal or considers it not realistically possible to aspire to goals which are achieved through work. Items 53 through 56 are designed to identify the respondent's goals, his hope of achieving them, and whether or not he views work as the most effective means of achieving those goals.

Information obtained in this section will permit a determination of the role of the respondent's goals in his decision to refrain from entering, or to withdraw from, the labor force. Analysis of these attitudes, when related to the information obtained in earlier sections of the schedule, should permit evaluation of the validity of the hypothesis that discouragement is a major factor underlying labor force nonparticipation.

Appendix C-3

Schedule II

Labor Force Nonparticipant Study
Personal Interview Schedule

A. INTRODUCTION (Cannot be structured; should include (1) exchange of names; (2) explanation of purpose of the interview; (3) other relevant remarks appropriate to the occasion.)

B. RESIDENCE

1. How long have you lived in Houston? ______Years ______Months
2. Have you lived anywhere else? ______Yes ______No

IF NO, SKIP TO 5.

2a. Where did you live just before moving to Houston? (Town)________ (county)____________(state)_____________
2b. How long did you live there? ______Years _____Months
2c. Have you lived in any other place? ______Yes _____No

IF YES, PROBE TO DETERMINE HOW MANY OF THESE PLACES WERE RURAL AND HOW MANY WERE URBAN; HAVE RESPONDENT LIST THE PLACES, BEGINNING WITH MOST RECENT, AND DETERMINE IF RESPONDENT LIVED ON A FARM AT EACH PLACE.

2d. How many rural?____________How many urban?____________

				Farm	
	Town	County	State	Yes	No
(Most recent)					

3. Where were you born: (town)_________(county)__________(state)______

IF 3 IS THE SAME AS 2a, SKIP TO 5.

4. How long did you live in the place where you were born? ______Years _____Months

C. LABOR FORCE STATUS

5. What were you doing most of LAST WEEK--Working, keeping house, going to school, or something else? (PROBE TO DETERMINE CATEGORY.)

Working (skip to 7).......................................______
Looking for a job (skip to 9)..............................______

Schedule II

With a job but not at work..............................________
Keeping house...________
Going to school...________
Unable to work..________
Other (specify)...________

6a. Did you do any work at all LAST WEEK, not counting work around the house? _____Yes _____No
6b. How many hours did you work LAST WEEK at all jobs? _____Hours
6c. INTERVIEWER CHECK ITEM

49 hours or more__________(skip to 7)
35-48 hours __________(skip to 7)
1-34 hours __________

6d. Do you usually work 35 hours or more at this job? _____Yes _____No

IF YES, SKIP TO 7.

6e. What is the reason you usually work less than 35 hours a week:

Slack work..________
Can only find part-time work............................________
Own illness...________
Too busy with work around the house, school, etc........________
Does not want full-time work............................________
Other (specify)...________

7. For how long have you been working? _____Years _____Months ____Weeks

IF MORE THAN 2 WEEKS DISCONTINUE INTERVIEW. IF 2 WEEKS OR LESS, SKIP TO 12.

8a. Were you looking for work LAST WEEK? _____Yes _____No

IF NO, PROBE TO DETERMINE WHY HE WAS NOT LOOKING FOR WORK AND, THEN, SKIP TO 10.

9. For how many weeks have you been looking for work? ______Weeks
10. Even though you did not work LAST WEEK, do you have a job or a business? _____Yes _____No

IF NO, SKIP TO 12.

11. How long have you had a job or business? _____Years_____Months____Weeks

IF MORE THAN 2 WEEKS, TERMINATE INTERVIEW. IF 2 WEEKS OR LESS, CONTINUE INTERVIEW.

Schedule II

D. FAMILY CHARACTERISTICS

INTERVIEWER: DEVELOPMENT OF INFORMATION ON FAMILY IS TO BE OBTAINED BY PROBING AS NECESSARY. IF THIS PERSONAL INTERVIEW IS PART OF A HOUSEHOLD INTERVIEW, USE ANSWERS FROM THE BASIC HOUSEHOLD SCHEDULE AS APPROPRIATE.

12. Who lives at your house now?

Father__________
Stepfather__________
Mother__________
Stepmother__________
Grandfather__________
Grandmother__________
Wife__________

Number
Sons__________
Daughters__________
Sisters__________
Brothers__________
Uncles__________
Aunts__________
Cousins__________
Boarders__________

Other__________(specify)__________

Total, excluding respondent__________

13. Did your father live with you where you were born? _____Yes_____No

IF YES, HOW LONG? ______

14a. Interviewer: Ask, Could you tell me a little more about your family? RECORD RESPONDENT'S COMMENTS IN SUMMARY FORM AND PROBE TO GET THE SPECIFIC INFORMATION REQUESTED IN 14b THROUGH 24d.

14b. Who was the head of your family while you were growing up?

Father................__________
Stepfather...........__________
Mother...............__________
Stepmother...........__________

Other (specify).......__________

____

14c. What kind of person was he (or she)?____________________

15. Where were your parents born?

	Town	County	State	Country	Farm Yes	Farm No
Father						
Mother						

16. How long did they live there? Father __________(years)
Mother__________(years)

17. Did they live anywhere else (as husband and wife)? _____Yes_____No

IF YES, how many years?__________

IF FATHER AND/OR MOTHER DO NOT APPEAR IN 12 ASK, BUT IN ANY CASE, CHECK YES OR NO.

18a. Is your father living? _____Yes _____No
18b. Is your mother living? _____Yes _____No
19a. Do (did) your parents speak or understand any other language besides English? _____Yes _____No

IF NO, SKIP TO 20.

19b. What language is (was) spoken in your house?_____________

IF BOTH PARENTS ARE LIVING, ASK

20. Do your parents live together? _____Yes _____No

IF FATHER IS LIVING, ASK

21a. What is your father's current occupation?____________________
21b. What is his usual occupation?____________________
21c. What is the highest grade of school attended by your father?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

21d. Did he complete that grade? _____Yes _____No

IF MOTHER IS LIVING ASK

22a. Is your mother working? _____Yes _____No

IF YES, SKIP TO 22c.

22b. Does she usually work? _____Yes _____No

IF NO, SKIP TO 22e.

22c. What is your mother's current occupation?____________________
22d. What is her usual occupation?____________________
22e. What is the highest grade of school attended by your Mother?
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

22f. Did she complete that grade? _____Yes _____No

23a. Do you have any brothers over age 14? _____Yes _____No

IF NO, SKIP TO 24a. IF YES, PROBE TO DETERMINE EDUCATIONAL ATTAINMENT AND LABOR FORCE STATUS OF EACH BROTHER.

Section II

23b. Educational attainment of brothers over 14.

		Highest Grade	Completed		Presently in School	
Brother	**Age**	**Attended**	**Yes**	**No**	**Yes**	**No**
No. 1						
No. 2						
No. 3						
No. 4						
No. 5						
No. 6						

23c. Labor force status of brothers.

Brother Number	1	2	3	4	5	6
Working						
Looking for a job						
With a job but not at work						
Keeping house						
Unable to work						
Other (specify)						

23d. INTERVIEWER: IF ONE OR MORE BROTHERS ARE WORKING, OBTAIN DESCRIPTION OF USUAL OCCUPATION OF EACH.

Brother	Usual Occupation (Description)
No. 1	
No. 2	
No. 3	
No. 4	
No. 5	
No. 6	

24a. Do you have any sisters over age 14? _____Yes _____No

IF NO, SKIP TO 25a.
IF YES, PROBE TO DETERMINE EDUCATIONAL ATTAINMENT AND LABOR FORCE STATUS OF EACH SISTER.

24b. Educational attainment of sisters over 14.

		Highest Grade	Completed		Presently in School	
Sister	**Age**	**Attended**	**Yes**	**No**	**Yes**	**No**
No. 1						
No. 2						
No. 3						
No. 4						
No. 5						
No. 6						

Section II

24c. Labor Force status of sisters

Sister Number	1	2	3	4	5	6
Working	___	___	___	___	___	___
Looking for a job	___	___	___	___	___	___
With a job but not at work	___	___	___	___	___	___
Keeping house	___	___	___	___	___	___
Unable to work	___	___	___	___	___	___
Other (specify)	___	___	___	___	___	___

24d. INTERVIEWER: IF ONE OR MORE SISTERS ARE WORKING, OBTAIN DESCRIPTION OF USUAL OCCUPATION OF EACH.

Sister   Usual Occupation (description)

No. 1 ______________________________
No. 2 ______________________________
No. 3 ______________________________
No. 4 ______________________________
No. 5 ______________________________
No. 6 ______________________________

25a. Marital Status. INTERVIEWER: PROBE TO DETERMINE IF:

1. Never married...............................______
2. Married, living with wife...................______
3. Married, but separated......................______
4. Widower.....................................______
5. Divorced....................................______
6. Married, living apart, but not separated.......______
   Explain______________________________

IF DIVORCED, ASK 25b.

25b. Number of times divorced______

26a. What is the highest grade of school attended by your present wife? (Use code from 21c)
26b. Did she complete that grade? _____Yes _____No
26c. Is your wife working? _____Yes _____No

IF YES, SKIP TO 27a.

26d. Does she usually work? _____Yes _____No

IF NO, SKIP TO 27a.

26e. What is your wife's current occupation?____________________

Schedule II

26f. What is her usual occupation?______________________________

27a. Do you have any children? _____Yes _____No

IF NO, SKIP TO 28. IF YES, PROBE TO DETERMINE EDUCATIONAL ATTAINMENT OF CHILDREN AND, FOR CHILDREN OVER 14, LABOR FORCE STATUS.

27b. Educational attainment of children in respondent's household

					Completed Year		Presently in school	
Child	Boy	Girl	Age	Highest Grade Attended	Yes	No	Yes	No
No. 1								
No. 2								
No. 3								
No. 4								
No. 5								
No. 6								
No. 7								
No. 8								

27c. Labor force status of sons over 14, in respondent's household.

Son Number	1	2	3	4	5
Working					
Looking for a job					
With a job but not at work					
Keeping house					
Going to school					
Unable to work					
Other (specify)					

27d. If one or more sons are working, obtain description of usual occupation of each.

Son Number	Usual Occupation (Description)
No. 1	
No. 2	
No. 3	
No. 4	
No. 5	

27e. Labor force status of daughters over 14, in respondent's household.

Daughter Number	1	2	3	4	5
Working	___	___	___	___	___
Looking for a job	___	___	___	___	___
With a job but not at work	___	___	___	___	___
Keeping house	___	___	___	___	___
Going to school	___	___	___	___	___
Unable to work	___	___	___	___	___
Other (specify)	___	___	___	___	___

27f. If one or more daughters are working, obtain description of usual occupation of each.

Daughter	Usual Occupation (Description)
No. 1	________________
No. 2	________________
No. 3	________________
No. 4	________________
No. 5	________________

28. Who all contributes to the financial support of your household?

INTERVIEWER: COMPUTE PERCENTAGES.

List according to relationship to respondent	Dollars per Year	Percent
________________	________	______
________________	________	______
________________	________	______

E. EDUCATIONAL EXPERIENCE OF RESPONDENT

29. INTERVIEWER: ASK: Tell me something about your school experience. RECORD RESPONDENT'S COMMENTS IN SUMMARY FORM. PROBE TO GET SPECIFIC INFORMATION IN 30a THROUGH 30k.

30a. What is the highest grade of school you attended?____________

30b. Did you complete that grade? _____Yes _____No

30c. What did you like most about school? Why?________________

30d. What did you like least about school? Why?________________

30e. Think of one teacher you particularly liked. What kind of person was that teacher? What was the subject he (or she) taught?________________________________

____

Subject:____________________

30f. Think of one teacher you particularly did not like. What kind of person was that teacher? What was the subject he (or she) taught?____
Subject:____________________

30g. Where did you go to school?

	City (and/or county)	State
Elementary	____________________	_______
High School	____________________	_______
College	____________________	_______

IF 4 YEARS OR MORE OF HIGH SCHOOL, SKIP TO 30h.

30h. Why did you not finish school? (PROBE, AS NECESSARY)
____

30i. Have you had any special vocational and/or job training?
_____Yes _____No

IF NO, SKIP TO 31.

30j. What kind of vocational and/or job training?____________________
____

30k. For how long?__________(weeks)__________(months)_______(years)
30l. Where?____________(city)______________(county)_________(state)

F. GENERAL INFORMATION

31. Age__________________ Year of birth________________________

Ethnic Identity

32a. White..................__________
32b. White with Spanish surname...............__________
32c. Negro..................__________

Veteran Status

33a. World War II............__________
33b. Korean War..............__________
33c. Peace time..............__________
33d. Non veteran.............__________

Draft Classification

34a. None...._____
34b. IA......_____
34c. IAO....._____
34d. IC......_____
34e. ID......_____
34f. IO......_____
34g. IS......_____
34h. IW....._____
34i. IY....._____
34j. IIA...._____
34k. IIC...._____
34l. IIS...._____
34m. IIIA..._____
34n. IVA...._____
34o. IVB..._____
34p. IVC..._____
34q. IVD..._____
34r. IVF..._____
34s. VA...._____

Schedule II

G. WORK EXPERIENCE

35. What have you been doing since last July?

RESPONDENT SHOULD BE ALLOWED TO DISCUSS WHATEVER HE WISHES, BUT INTERVIEWER SHOULD PROBE TO GET INFORMATION ON JOBS. RECORD RESPONDENT'S MAJOR NON-WORK ACTIVITY, IF ANY.

36a. What kinds of jobs have you held since last July? None_____

IF NO JOBS HAVE BEEN HELD SINCE LAST JULY, SKIP TO 36f.

	Description of Job	Description of Employer's major Product or Service	Period Job Held
36b.			
36c.			
36d.			
36e.			

36f. How much of your time, in weeks, since last July, was spent in
Working.................._____(weeks)
School..................._____(weeks)
Other (specify).........._____(weeks)
____

37a. What kinds of jobs have you held since January, 1960? None_____

(ADJUST TO APPROPRIATE JANUARY IF RESPONDENT WAS LESS THAN 14 YEARS OF AGE IN JANUARY, 1960).

	Jan. - Dec. 196-	Description of Job	Description of Employer's Major Product or Service
37b.	Jan. to Dec. 1964		
37c.	Jan. to Dec. 1963		
37d.	Jan. to Dec. 1962		
37e.	Jan. to Dec. 1961		
37f.	Jan. to Dec. 1960		

38. Why did you leave the jobs you left since January, 1960?

Reason

38a. Job 36b.........._____________________________
38b. Job 36c.........._____________________________
38c. Job 36d.........._____________________________
38d. Job 36e.........._____________________________
38e. Job 37b.........._____________________________

38f. Job 37c.........______
38g. Job 37d.........______
38h. Job 37e.........______
38i. Job 37f.........______
38j. What other full-time jobs have you held?

PROBE FOR SAME TYPE INFORMATION AS THAT WHICH APPEARS IN 37b THROUGH 38i.

Period	Description of Job	Employer's Major Product or Service	Reason Left

39a. Of the various jobs you have held, which ONE did you like the BEST?

USE CODE AND JOB DESCRIPTION FROM 36 OR 37.

Job Code	Description

39b. What did you like about that job?______
39c. How did you hear about that job?______
39d. How did you go about getting that job?______
40a. Of the various jobs you have held, which ONE did you like the LEAST?

USE CODE AND JOB DESCRIPTION FROM 36 OR 37.

Job Code	Description

40b. What did you dislike about that job?______
40c. How did you hear about that job?______
40d. How did you go about getting that job?______
41. What have you found to be the best way of LEARNING ABOUT a job?

PROBE AS NECESSARY.

41a. Checked with public employment agency..................______
41b. Checked with private employment agency.................______
41c. Checked directly with employer.........................______
41d. Placed or answered ads.................................______
41e. Checked with relatives.................................______
41f. Checked with friends...................................______
41g. Other (Specify)..______
______
42. What have you found to be the best way to GET a job?______
______

IF NECESSARY PROBE.

43. What have you found to be the major difficulty in getting a job?

PROBE TO GET OPINION OF RESPONDENT AND REASONS GIVEN BY EMPLOYERS.

43a. Opinion of respondent (rank difficulties)
Most important____________________
Second most important____________________
Least important____________________

43b. Reasons given by employers (rank according to frequency)
First____________________
Second____________________
Third____________________

H. PRESENT COMMUNITY RELATIONSHIPS

INTERVIEWER ASK: "Tell me something about your two closest friends, or fellows you run around with."
PROBE TO OBTAIN SPECIFIC INFORMATION IN 44a THROUGH 44g.

	Friend	Labor Force Status	Occupation	Educational Attainment
44a.	No. 1			
44b.	No. 2			

44c. How often do you see them?

Friend	Daily	Less than daily but oftener than weekly	Weekly	Less than weekly
No. 1				
No. 2				

44d. Under what circumstances do you usually see them? (What do you usually do together?)

Friend	
No. 1	
No. 2	

44e. Occasionally, most people want to talk to someone about some kinds of problems. Do you often talk to these friends about some kinds of problems?

IF NO, SKIP TO 44h.

Friend No. 1 ______Yes ______No
What kinds of problem?

Friend No. 2 ______Yes ______No
What kinds of problem?

44f. IF JOB PROBLEMS ARE NOT MENTIONED: ASK: "What about problems having to do with work or finding work?"
Friend No. 1 _____Yes _____No
Friend No. 2 _____Yes _____No

IF NO, SKIP TO 44h.

44g. Would you say that you tend to take their advice seriously?
Friend No. 1 _____Yes _____No
Friend No. 2 _____Yes _____No

44h. Are there other persons whose advice you tend to take more seriously?

IF YES, PROBE TO IDENTIFY AND TO GET SAME INFORMATION AS IN 44a AND 44b.

Identity	Labor Force Status	Occupation	Educational Attainment
Person No. 1	_____	_____	_____
Person No. 2	_____	_____	_____
Person No. 3	_____	_____	_____

44i. Why do you tend to take their advice seriously?

Person	Reason
No. 1	_____
No. 2	_____
No. 3	_____

45. Do you read any part of the newspaper regularly?
_____Yes _____No

IF YES, What part? PROBE TO DETERMINE IF HE READS WANT ADS. DO NOT ASK IF WANT ADS ARE READ.

45b. News _____
45c. Comics _____
45d. Editorials_____
45e. Want ads _____
45f. Sports _____
45g. Other (specify)_____
_____

46a. Do you ever receive money from any source other than work?
_____Yes _____No

IF NO, SKIP TO 47. IF YES, PROBE TO DETERMINE THE SOURCE.

46b. Wife _____Yes _____No
46c. Girl friend _____Yes _____No
46d. Children _____Yes _____No
46e. Male friend _____Yes _____No
46f. Social security _____Yes _____No

46g. Private pension ____________
46h. Private disability payment ____________
46i. V. A. benefit of pension ____________
46j. Other (specify) ____________

____

INTERVIEWER: THE PURPOSE OF QUESTIONS 47 AND 48 IS TO DETERMINE (1) THE RESPONDENT'S DEPENDENCY, (2) THE EXTENT TO WHICH HE IS AWARE OF SPECIFIC WELFARE AGENCIES, AND (3) WHETHER OR NOT HE WOULD USE EACH AGENCY WITH WHICH HE IS FAMILIAR.

PROCEED THROUGH THE LIST OF ITEMS, 47a THROUGH 47-1. THEN PROCEED TO QUESTION 48.

47. If you needed money badly, to whom would you go for help?

		Yes	No
47a.	Wife	___	___
47b.	Children	___	___
47c.	Mother	___	___
47d.	Father	___	___
47e.	Brother	___	___
47f.	Sister	___	___

		Yes	No
47g.	Stepfather	___	___
47h.	Grandparent	___	___
47i.	Girl friend	___	___
47j.	Male friend	___	___
47k.	Church	___	___
47l.	Other (specify) ____________________		

48. If your friends or relatives could not help you, where would you go for help?

PROBE TO DETERMINE IF RESPONDENT IS AWARE OF THE EXISTENCE OF WELFARE AGENCIES AND WHETHER OR NOT HE WOULD GO TO ANY ONE (OR MORE) OF THEM FOR HELP. LIST THE AGENCIES BY NAME.

Agency		Known to Respondent		Would go to for help	
		Yes	No	Yes	No
No. 1	____________	___	___	___	___
No. 2	____________	___	___	___	___
No. 3	____________	___	___	___	___
No. 4	____________	___	___	___	___
No. 5	____________	___	___	___	___
No. 6	____________	___	___	___	___

49a. Do you have any serious health problem? ____Yes ____No

IF NO, SKIP TO 50.

49b. What sort of problem?

49c. Do you ever expect to regain full health? ____Yes ____No

Section II

I. SOCIAL RELATIONS AND VALUES

INTERVIEWER: TELL RESPONDENT THAT YOU ARE APPROACHING THE END OF THE INTERVIEW AND THAT THE FOCUS NOW WILL CHANGE FROM EXPERIENCES TO WHAT HE THINKS ABOUT CERTAIN THINGS.

50a. Would you think of two or three people you admire more than anyone else? (Obtain social identity, e.g., buddy, employer, President of United States)

Person No. 1 ____________________
Person No. 2 ____________________
Person No. 3 ____________________

50b. What do you like most about each one?

Person No. 1 ____________________
Person No. 2 ____________________
Person No. 3 ____________________

51. If you had your life to live over again, what might you do differently?

52. Can you tell me what a typical day is like when you are not working?

FOR EXAMPLE: What did you do yesterday? (IF NOT SATURDAY OR SUNDAY) (OBTAIN SEQUENCE OF EVENTS -- FROM GETTING UP TO GOING TO BED, AND TIME SPENT IN EACH ACTIVITY.)

Time	Activity

READ ANSWER BACK TO ALLOW FOR CORRECTIONS, IF NECESSARY. ASK: "Was it really a typical day?"

INTERVIEWER: STATE: Most people seem to want to have a lot of money, cars, good clothes, and a nice place to live.

53a. Do you believe that you ever will have enough money to let you live the way you would like to live? _____Yes _____No

IF NO, SKIP TO 53c. IF YES, ASK 53b AND THEN SKIP TO 54. PROBE TO ASCERTAIN WHAT THE RESPONDENT'S REALISTIC HOPES ARE, ETC.

Schedule II

53b. How do you expect to get the money? (PROBE TO EXPLORE THE RESPONDENT'S EXPECTATIONS WHICH PERTAIN TO EMPLOYMENT.)

53c. Why not? (PROBE TO EXPLORE THE RESPONDENT'S BELIEFS CONCERNING EMPLOYMENT POSSIBILITIES; DETERMINE IF RESPONDENT EXPECTS TO WORK OR TO SEEK WORK IN SPITE OF LITTLE HOPE OF "GETTING AHEAD" ETC.)

INTERVIEWER: STATE: Some people work hard to win the respect and admiration of their friends and families.

54a. Do you believe that it is worth while for people to struggle like that to win respect? (RESTATE QUESTION SO THAT RESPONDENT FULLY UNDERSTANDS THE IDEA INVOLVED IN THE QUESTION.) _____Yes _____No

IF YES, SKIP TO 54c.

54b. Why not? (PROBE TO ASCERTAIN IF AND WHY RESPONDENT EVER PLANS TO WORK OR TO SEEK WORK IN THE FUTURE.)

IF ANSWER TO 54a WAS YES, ASK:

54c. Do you believe that you will ever have a job where you can win the respect of others? _____Yes _____No

IF NO, SKIP TO 55.

54d. IF YES TO ABOVE, "What sort of job?"

54e. Do you believe you can win the respect of others without having a job?

54f. IF "YES" TO ABOVE, How can you win the respect of your friends without having a job?

55a. Do you believe that some men enjoy work and are happy while working? _____Yes _____No

IF NO, SKIP TO 55e.

55b. Do you expect ever to have a job which is a source of satisfaction for you? (RESTATE THE QUESTION IF NECESSARY) _____Yes _____No

55c. IF NO, Why not?

55d. IF YES, What sort of job?

55e. IF NO TO 55a, Why not? (PROBE TO ASCERTAIN WHETHER THE RESPONDENT EVER EXPECTS TO SEEK WORK, ETC.)

56. Do you believe that there are ways for a man like you to get by and have a good life without working? _____Yes _____No

56a. IF YES, How?

Appendix C-4

Schedule III

INSTRUCTIONS TO INTERVIEWERS

Labor Force Nonparticipant Study
Personal Interview Schedule

It is the purpose of this study to develop a methodology which will permit identification of the social, economic, and psychological forces underlying decisions of potential workers to withdraw from, or to refrain from entering, the labor force. Because the labor force is defined as the sum of the number of persons who are employed and the number of persons who are unemployed, a labor force nonparticipant is an individual who is neither working nor seeking employment. Some long-term unemployed workers may be on the verge of being "pushed" out of the labor force, however, and such workers are included in the study, although, technically, they continue to be members of the labor force.

Interviews are to be conducted among "Young Workers" (18 to 24 years of age), using Schedules A and B, and among "Adult Workers" (25 to 54 years of age), using Schedules C and D.

General Instructions

One of your responsibilities in this study is to assist us in evaluating the questions which appear in the interview schedules. Throughout each interview, therefore, you should note (a) those questions which are particularly effective in eliciting the desired information and (b) those for which open-ended questions might be substituted.

In large measure, your contribution to the success of this study will depend upon your familiarity with the pattern of question flow in each of the schedules.

Note that instructions to interviewers (which are not to be read to the respondent) APPEAR IN CAPITAL LETTERS. The following guides may prove useful to you in developing effective interviewing techniques.

1. Begin each interview with the introduction appearing in the Personal Interview Schedule and emphasize the fact that the respondent's answers are, by law, confidential. The respondent should be made to understand that the United States Department of Labor is interested in problems faced by people who do not work and that President Johnson's War on Poverty seeks to provide solutions to some of those problems.

2. Section I (Background Information) and Section II (Labor Force Status) will be used in all interviews. It is only after the completion of Section II that young workers are to be distinguished from primary workers. Thus, after you have determined the respondent's age, you will

know whether you should use a "youth schedule" or an "adult worker schedule" for the remainder of the interview.

3. Do not interview more than one respondent at a time and try to interview privately. During the interview:

(a) Listen carefully to respondent's reply. You may get the answers to several questions at once.

(b) Do not show surprise or approval or disapproval at the respondent's replies, either by the way you look or by the tone of your voice.

(c) Maintain a friendly manner but don't waste time in small talk. Avoid long discussions.

(d) Never permit the respondent to examine a schedule filled out for another person.

4. Ask questions as though you expect them to be answered. Do not use an apologetic manner. In addition:

(a) If a respondent seems to answer reluctantly or hesitantly, mention the importance of the study. Explain that his answers are strictly confidential and cannot be used for purposes of taxation, investigation, or regulation.

(b) Ask the questions in the exact order in which they appear--noting the appropriate "skips".

(c) Ask all questions slowly if the respondent hesitates or does not seem to understand.

5. Circle yes or no as appropriate. Use X's in the blanks, as appropriate. In other cases, record the respondent's statements as accurately as possible.

6. Determination of years of school completed. Years of school completed refers to years completed in a regular school, i.e., schooling which may advance a person toward an elementary or high school diploma, or a college or university or professional school degree.

Do not count education or training in nursery schools, vocational, trade, or business schools; adult education classes; on-the-job training; or correspondence schools--unless such schools were graded and considered a part of a regular school system or courses taken in such schools were counted toward promotion in the regular school system.

If the answer is in terms of the level of school (elementary, junior high school, high school) and not the grade, determine the specific year completed. For example, if the highest grade completed was the second year of junior high school, determine the equivalent in total years of school completed. Do not assume that junior high grades always consist of the 7th, 8th, and 9th years.

For persons who skipped or repeated grades, enter the highest year completed, regardless of the number of years it took to arrive there.

Specific Instructions

Item 2. If the respondent is Mexican-American and should happen not to have a Spanish surname, verify the fact that he is to be classified as "white with Spanish surname" and note the exception with a written comment.

Item 5. If the respondent is not able to choose a, b, c, d, or e, note the name of the city or town where he grew up.

Items 6, 7, 8, and 9.

(a) Note that, if the respondent did not work at any time last week, you are to skip to 8-1. "Last week" is defined as the seven calendar days immediately preceding the date of the interview.

(b) If the respondent's answer to items 6-1, 6-2, 6-3, and 6-4, is no, ask 6-5 to determine if he is able to work, is retired, or has some other reason for not working. Then skip to 8-1.

(c) If the respondent has answered yes to more than one of 6-1, 6-2, 6-3, and 6-4, ask 6-6 to determine whether or not he has held more than one job in the relevant period.

(d) If he has held only one job, skip to 7 to discuss that job as his most recent job.

(e) If the respondent's most recent job was held last week, skip item 8-1.

(f) "Last regular job" is a job which lasted a month or more.

(g) Where a question offers a choice of verb tense--do (did), is (was), is (did)--use present tense if the person being discussed is living and use past tense if that person is deceased.

Appendix C-5

Schedule III - Basic

Labor Force Nonparticipation Study
Personal Interview Schedule

The United States Department of Labor is interested in knowing why some people have difficulty in finding jobs, and the University of Houston is cooperating with the Federal Government in a study of problems people have when they do not work.

I have some questions to ask you and want to tell you that your answers are, by law, confidential. Information you give me will not be used for purposes of taxation, regulation or investigation, and your name will not be used in any report to the government. First, I would like to get some background information.

Section I. Background Information

1. In what year were you born?_______
2. INTERVIEWER, CHECK ITEM.
   a.______white b.______Negro c.______white with Spanish surname
3. What is your draft classification? 1.___ 2.___None 3.___Don't Know
4. How long have you lived in Houston? _______years or _______months.
5. Where did you grow up? (Where did you live most of the time before age 16?)
   a._______In a large city (100,000 population or more)
   b._______In a suburb near a large city
   c._______In a small or middle-sized city or a town (under 100,000 population but not in a suburb of a large city)
   d._______Open country (not on a farm)
   e._______On a farm

Section II. Labor Force Status

6-1. Did you work at any time LAST WEEK? ______Yes ______No

INCLUDE PART-TIME WORK SUCH AS A SATURDAY JOB, HELPING ON A FARM, OR DELIVERING PAPERS. DO NOT COUNT OWN HOUSE WORK.

6-2. How about the previous week? ______Yes ______No
6-3. And the week before that? ______Yes ______No
6-4. And the week before that? ______Yes ______No

IF ANSWER TO 6-1, ONLY, IS NO, SKIP TO 8-1.
IF ANSWER TO 6-1, 6-2, AND 6-4 IS NO, ASK 6-5 AND THEN SKIP TO 8-1.

6-5. a. Are you able to work? ______Yes ______No
b. Are you retired? ______Yes ______No
c. Is there any other reason why you are not working?
If yes, specify____
____

Schedule III - Basic

IF ANSWER TO MORE THAN ONE OF 6-1, 6-2, 6-3, AND 6-4, IS YES, ASK 6-6. IF ANSWER TO ONLY ONE OF THESE IS YES, SKIP TO 7.

6-6. a. Were these all the same job? ______Yes (SKIP TO 7.) ______No

b. How many different jobs did you have during the last month: CIRCLE ONE: 1 2 3 More than 3

c. Did you work more than 15 hours on any of these jobs? ______Yes ______No

IF ANSWER TO 6-6 IS NO, STATE: Now, let's talk about your most recent job.

7. a. For whom did you work?

____
(NAME OF COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER)

b. What kind of business or industry was this?

____
(EXAMPLES: POULTRY HATCHERY, COUNTY JUNIOR HIGH SCHOOL, AUTO ASSEMBLY PLANT, RADIO AND TV SERVICE, RETAIL SUPERMARKET, HIGHWAY CONSTRUCTION, FARM)

c. What kind of work were you doing?

____
(EXAMPLES: TRUCK DRIVER, 8TH GRADE ENGLISH TEACHER, PAINT SPRAYER, REPAIR TV SETS, GROCERY CHECKER, CIVIL ENGINEER, FARMER)

IF RESPONDENT'S MOST RECENT JOB WAS LAST WEEK, SKIP TO 9-1.

8-1. Were you looking for work LAST WEEK? ______Yes (SKIP TO 9-1.) ______No

8-2. Even though you did not work last week, do you have a job at which you usually work? ______Yes ______No

9-1. a. If you do not have a regular job now, when did you have your last REGULAR job?

INTERVIEWER: LAST REGULAR JOB IS A JOB LASTING A MONTH OR MORE.

__________Less than 6 months ago
__________6-12 months ago
__________1-2 years ago
__________2-5 years ago
__________more than 5 years ago

b. How long did that job last?

__________Less than 1 month
__________1-3 months
__________4-6 months
__________7 months to a year
__________1 to 4 years
__________5 years or more

Schedule III - Basic

c. For whom did you work?

____
(NAME OF COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER)

d. What kind of business or industry was this?

____
(EXAMPLES: POULTRY HATCHERY, COUNTY JUNIOR HIGH SCHOOL, AUTO ASSEMBLY PLANT, RADIO AND TV SERVICE, RETAIL SUPERMARKET, HIGHWAY CONSTRUCTION, FARM)

e. What kind of work were you doing?

____
(EXAMPLES: TRUCK DRIVER, 8TH GRADE ENGLISH TEACHER, PAINT SPRAYER, REPAIRS TV SETS, GROCERY CHECKER, CIVIL ENGINEER, FARMER)

f. Why did you leave that job?______________________________
____

9-2. Of the various jobs you have held, which ONE did you like the BEST?

Occupation	Industry
a.__________________	__________________

b. What did you like about that job?______________________
____

c. How did you hear about that job?______________________
____

d. How did you go about getting that job?__________________
____

9-3. Of the various jobs you have held, which ONE did you like the LEAST?

Occupation	Industry
a.__________________	__________________

b. What did you dislike about that job?____________________
____

c. How did you hear about that job?______________________
____

d. How did you go about getting that job?__________________
____

9-4. What have you found to be the BEST WAY of finding out about a job? (CHECK ONE)

a.______Checking with State employment office
b.______Checking with former employer
c.______Checking with other employers in this area
d.______Placing or answering ads
e.______Writing letters of application
f.______Checking with relatives or friends
g.______Don't know
h.______Other (Specify)

9-5. Which of these methods have you found to be the best way of actually GETTING a job? (ENTER LETTER FROM 9-4)________

9-6. What have you found to be the major reason you have been unable to get regular work? (CHECK ONE.)

a.________Draft status
b.________Lack of education
c.________Physical handicaps
d.________Racial discrimination
e.________Age
f.________Don't know
g.________Other (Specify)____

9-7. What one reason have employers given you most frequently for failing to hire you?____
____

Appendix C-6

Schedule III-A

YOUTH (18-24 years)
Schedule A

Section III. Family Characteristics.

IF THIS PERSONAL INTERVIEW IS PART OF A HOUSEHOLD INTERVIEW, USE ANSWERS FROM THE HOUSEHOLD SURVEY CONTROL SCHEDULE AS APPROPRIATE.

IF RESPONDENT IS INTERVIEWED AT HIS PLACE OF RESIDENCE, SKIP TO 10b.

10. a. Where do you live?

________House
________Apartment
________Rooming house
________Hotel
________Other (Specify)__________

b. Do any other members of your family live at the place where you live? ______Yes ______No (SKIP TO 11a)

c. Who are they?

________Wife
________Father
________Mother
________Stepfather
________Stepmother
________Grandfather
________Grandmother
________Brothers (number_______)
________Sisters (number_______)
________Uncles (number_______)
________Aunts (number_______)
________Cousins (number_______)
________Other (Specify)__________
____

IF BOTH FATHER AND MOTHER APPEAR IN 10c, SKIP TO 11e.

IF ONE PARENT APPEARS IN 10c, ASK 10d AND 10e IN TERMS OF THE OTHER PARENT.

d. Is your father (mother) living? _______Yes ______No (SKIP TO 10f)

e. How old were you when your father (mother) moved out of your mother's (father's) house?___________(years) SKIP TO 12.

f. How old were you when your father (mother) died?______(years) SKIP TO 12.

11. a. Is your father living? _______Yes ______No

b. Is your mother living? _______Yes ______No

IF ANSWER TO 11a AND 11b IS YES, ASK 11c. OTHERWISE SKIP TO 11e.

c. Do your parents live together? ______Yes ______No (SKIP TO 11e)

d. How old were you when you moved out of your parent's house?________(years) SKIP TO 12.

e. Did your father live with you when you were growing up? (INTERVIEWER: UP TO AGE 16). ______Yes ______No

12. Who was the main breadwinner in your family when you were growing up?

________Father	________Stepmother
________Mother	________Other (Specify)______________
________Stepfather	______________________

13. Where were your parents born? OBTAIN AS MUCH INFORMATION AS IS APPROPRIATE.

	Town and/or County		State and/or Country		Farm
Father	________	________	________	________	Yes No
Mother	________	________	________	________	Yes No

14. a. Do (did) your parents speak or understand any other language besides English? ______Yes ______No (SKIP TO 15a)

b. What language is (was) spoken in your home?__________________

15. a. Is (did) your father working (work)? ______Yes ______No

b. Does (did) he usually work? ______Yes ______No (SKIP TO 16)

c. What is (was) your father's usual occupation?

____

(EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, BOOTBLACK)

d. IF FATHER IS LIVING, ASK: ABOUT how old is he?_______(years)

e. How many years of school did your father complete?_____(years)

16. a. Is (did) your mother working (work)? ______Yes ______No

b. Does (did) she usually work? ______Yes ______No (SKIP TO 17)

c. What is (was) her usual occupation?

____

(EXAMPLES: MAID, HOUSEKEEPER, HAIRDRESSER, WAITRESS, SCHOOL TEACHER, PRACTICAL NURSE)

d. How many years of school did your mother complete? ______(years)

Schedule III - A

17. a. Do you have any brothers over age 14? ______Yes ______No (SKIP TO 18)

b. How old is your oldest brother? ________(years)
c. How many years of school did he complete? ________(years)
d. Is he working? ______Yes ______No
e. Does he usually work? ______Yes ______No
f. How old is your next younger brother over age 14? _____(years)
g. How many years of school did he complete? ______(years)
h. Is he working? ______Yes ______No
i. Does he usually work? ______Yes ______No

18. a. Do you have any sisters over age 14? ______Yes ______No (SKIP TO 19)

b. How old is your oldest sister?_____(years)
c. How many years of school did she complete?______(years)
d. Is she working? ______Yes ______No
e. Does she usually work? ______Yes ______No
f. How old is your next younger sister over age 14? ______(years)
g. How many years of school did she complete?______(years)
h. Is she working? ______Yes ______No
i. Does she usually work? ______Yes ______No

19. a. What is your present marital status?
______Never married (SKIP TO 20)
______Married, living with wife
______Married, but separated
______Widower
______Divorced
______Married, living apart, but not separated
Explain______________

b. How many years of school did your wife complete? ______(years)

IF WIDOWER SKIP TO 19f.

c. Is she working? ______Yes ______No
d. Does she usually work? ______Yes ______No (SKIP TO 19f)

e. What is her usual occupation?
____
(EXAMPLES: MAID, HOUSEKEEPER, HAIRDRESSER, WAITRESS, SCHOOL TEACHER, PRACTICAL NURSE)

f. Do you have any children? ______Yes ______No (SKIP TO 20)

g. How many?______

Schedule III - A

Section IV. Educational Experience of Respondent

20. a. How many years of school did you complete?______(years)
b. Where were you living when you went to school?

Elementary	High School	College	
______	______	______	In a large city (100,000 population or more)
______	______	______	In a suburb near a large city
______	______	______	In a small or middlesized city or town (under 100,000 population but not in a suburb of a large city)
______	______	______	Open country

IF EDUCATIONAL ATTAINMENT IS LESS THAN HIGH SCHOOL (12 YEARS OR 11 YEARS IN SOME CASES), ASK 20c. OTHERWISE SKIP TO 20d.

c. Why did you not finish school?______________________
d. In addition to regular school, did you ever take any special training such as apprenticeship, a trade school, a business school course, or special training in the Armed Forces?
______Yes ______No (SKIP TO 21)

e. What kind of training was this?
____
(EXAMPLES: PRESSING, TAILORING, BARBERING, AUTO MECHANIC, WOODWORKING, COOKING.)
f. When did you take it?______________________
g. For how long did you take it?______________________
h. Where did you take it?______________ (City or County) ______________ (State)

21. Would you be interested in taking some training now?
a. ______Yes - What kind of training would you like to get?
____

b. ______Yes, it depends (SPECIFY ON WHAT)
____
What kind of training would you like to get?
____

c. ______No - Why not?
____

d. ______Don't know.

Schedule III - A

Section V. Present Community Relationships

INTERVIEWER, STATE: NOW, I HAVE SOME QUESTIONS ABOUT YOUR TWO CLOSEST FRIENDS.

22. Does your best friend have a regular job? ______Yes ______No (SKIP TO 22b)

   a. What is his usual occupation?

   ____

   (EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, MINISTER)

   b. About how old is he? _______(years)

   c. How many years of school did he complete? _______(years)

   d. How often do you usually see him? ______________________________

   e. What do you usually do together? ______________________________

   f. Do you often talk to him about problems having to do with work or finding work? ______Yes ______No

NOW, LET'S TALK ABOUT YOUR SECOND FRIEND.

23. Does he have a regular job? ______Yes ______No (SKIP TO 23b)

   a. What is his usual occupation?

   ____

   (EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, MINISTER)

   b. About how old is he? _______(years)

   c. How many years of school did he complete? _______(years)

   d. How often do you usually see him? ______________________________

   e. What do you usually do together? ______________________________

   f. Do you often talk to him about problems having to do with work or finding work?

24. Aside from these two friends, is there one person to whom you talk about problems having to do with work or finding work? ______Yes ______No (SKIP TO 25)

   a. Does he have a regular job? ______Yes ______No

   b. What is his usual occupation?

   ____

   (EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, MINISTER)

   c. How many years of school did he complete? _______(years)

25. Do you read any part of the newspaper regularly? ______Yes ______No (SKIP TO 26)

Schedule III - A

What part? PROBE TO DETERMINE IF HE READS WANT ADS. DO NOT ASK IF WANT ADS ARE READ.

a. ________News
b. ________Comics
c. ________Editorials
d. _______Sports
e. _______Want Ads
f. _______Other (Specify)________________

26. When you are working,
a. Do you take care of your own living expenses? ______Yes ______No
b. Do you contribute to the support of anyone else? ______Yes ______No

27. Do you ever receive money from any source other than work?

				Nearest Dollar Per Month
a.	Disability Benefits?	Yes	No	$____________
b.	Veterans Payments?	Yes	No	$____________
c.	Private Pension?	Yes	No	$____________
d.	Public Assistance?	Yes	No	$____________
e.	______Other (Specify)_______			$____________

28. If you needed money badly, to whom would you go for help?
a. _______Wife
b. _______Parents
c. _______Other relatives
d. ______Girl friend
e. ______Male friend
f. ______Church
g. ______Other (Specify)________________

29. If your friends or relatives could not help you where would you go for help? ______________________________

IF RESPONDENT HAS NOT IDENTIFIED A WELFARE AGENCY IN 29, ASK 30.

30. Do you know the location of
a. A welfare agency? ______Yes ______No
b. State employment office? ______Yes ______No

31. Do you have a health problem? ______Yes ______No (SKIP TO 31d)

a. What sort of problem? ______________________________
b. When did it develop? ______________________________
c. Do you ever expect to regain full health? ______Yes ______No
d. When did you last see a doctor? ________ a dentist? ________

32. What do you do most of the time during your working hours when you are not working? ______________________________

Schedule III - A

Section VI. Social Relations and Values

33. a. Do you believe you ever will have a job where you can win the respect of others? ______Yes ______No (SKIP TO 34a)

b. What sort of a job? ________________________________
(EXAMPLES: TRUCKDRIVER, COOK, BOOKKEEPER, MACHINIST)

34. a. Do you believe you can win the respect of others without having a job? ______Yes ______No (SKIP TO 34c)

b. How can you win the respect of others without having a job? ________________________________

c. Do you believe that some men enjoy work and are happy while working? ______Yes ______No

35. a. Do you expect ever to have a job which is a source of satisfaction to you? ______Yes (SKIP TO 35c) ______No

b. Why not? ________________________________

c. What sort of job?
____
(EXAMPLES: TRUCKDRIVER, COOK, BOOKKEEPER, MACHINIST)

36. a. Do you believe that there are ways for a man like you to get by and have a good life without working? ______Yes ______No (STOP)

b. How? ________________________________

Appendix C-7

Schedule III-B

YOUTH (18-24 years)
Schedule B

Section III. Family Characteristics

IF THIS PERSONAL INTERVIEW IS PART OF A HOUSEHOLD INTERVIEW, USE ANSWERS FROM THE HOUSEHOLD SURVEY CONTROL SCHEDULE AS APPROPRIATE.

IF RESPONDENT IS INTERVIEWED AT HIS PLACE OF RESIDENCE, SKIP TO 10b.

10. a. Where do you live?
______House
______Apartment
______Rooming House
______Hotel
______Other (Specify)__________

b. Do any other members of your family live at the place where you live? ______Yes ______No (SKIP TO 11a)

c. Who are they?
______Wife
______Father
______Mother
______Stepfather
______Stepmother
______Grandfather
______Brothers (number______)
______Sisters (number______)
______Uncles (number______)
______Aunts (number______)
______Cousins (number______)
______Other (Specify)__________
____

IF BOTH FATHER AND MOTHER APPEAR IN 10c, SKIP TO 11e.

IF ONE PARENT APPEARS IN 10c, ASK 10d AND 10e IN TERMS OF THE OTHER PARENT.

d. Is your father (mother) living? ______Yes ______No (SKIP TO 10f)

e. How old were you when your father (mother) moved out of your mother's (father's) house? ______(years) SKIP TO 12.

f. How old were you when your father (mother) died?______(years) SKIP TO 12.

11. a. Is your father living? ______Yes ______No

b. Is your mother living? ______Yes ______No

IF ANSWER TO 11a AND 11b IS YES, ASK 11c. OTHERWISE SKIP TO 11e.

Schedule III - B

c. Do your parents live together? ______Yes ______No (SKIP TO 11e)

d. How old were you when you moved out of your parents' house? _______(years) SKIP TO 12.

e. Did your father live with you when you were growing up? (INTERVIEWER: UP TO AGE 16). ______Yes ______No

12. Who was the main breadwinner in your family when you were growing up?

________Father
________Mother
________Stepfather
________Stepmother
________Other (Specify)____________
____

13. Where were your parents born? OBTAIN AS MUCH INFORMATION AS IS APPROPRIATE.

	Town and/or County		State and/or Country		Farm
Father	____________	____________	____________	____________	Yes No
Mother	____________	____________	____________	____________	

14. a. Do (did) your parents speak or understand any other language besides English? ______Yes ______No (SKIP TO 15a)

b. What language is (was) spoken in your home?____________________

15. a. Is (did) your father working (work)? ______Yes ______No

b. Does (did) he usually work? ______Yes ______No (SKIP TO 16)

c. What is (was) your father's usual occupation?

____

(EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, BOOTBLACK)

d. IF FATHER IS LIVING, ASK: ABOUT how old is he? _______(years)

e. How many years of school did your father complete? _______(years)

16. a. Is (did) your mother working (work)? ______Yes ______No

b. Does (did) she usually work? ______Yes ______No (SKIP TO 17)

c. What is (was) her usual occupation?

____

(EXAMPLES: MAID, HOUSEKEEPER, HAIRDRESSER, WAITRESS, SCHOOL TEACHER, PRACTICAL NURSE)

d. How many years of school did your mother complete? _____ (years)

Schedule III - B

17. a. Do you have any brothers over age 14? ______Yes ______No (SKIP TO 18)

b. How old is your oldest brother? _______(years)
c. How many years of school did he complete? _______(years)
d. Is he working? ______Yes ______No
e. Does he usually work? ______Yes ______No
f. How old is your next younger brother over age 14? ______(years)
g. How many years of school did he complete? _______(years)
h. Is he working? ______Yes ______No
i. Does he usually work? ______Yes ______No

18. a. Do you have any sisters over age 14? ______Yes ______No (SKIP TO 19)

b. How old is your oldest sister? _______(years)
c. How many years of school did she complete? _______(years)
d. Is she working? ______Yes ______No
e. Does she usually work? ______Yes ______No
f. How old is your next younger sister over age 14? ______(years)
g. How many years of school did she complete? _______(years)
h. Is she working? ______Yes ______No
i. Does she usually work? ______Yes ______No

19. a. What is your present marital status?
______Never married (SKIP TO 20)
______Married, living with wife
______Married, but separated
______Widower
______Divorced
_______Married, living apart, but not separated
Explain______________
____

b. How many years of school did your wife complete? ______(years)

IF WIDOWER SKIP TO 19f.

c. Is she working? ______Yes ______No
d. Does she usually work? ______Yes ______No (SKIP TO 19f)

e. What is her usual occupation?

____
(EXAMPLES: MAID, HOUSEKEEPER, HAIRDRESSER, WAITRESS, SCHOOL TEACHER, PRACTICAL NURSE)

f. Do you have any children? ______Yes ______No (SKIP TO 20)

g. How many? _______

Schedule III - B

Section IV. Educational Experience of Respondent

20. a. How many years of school did you complete? ______(years)
b. Where were you living when you went to school?

Elementary	High School	College	
______	______	______	In a large city (100,000 population or more)
______	______	______	In a suburb near a large city
______	______	______	In a small or middlesized city or town (under 100,000 population but not in a suburb of a large city)
______	______	______	Open country

IF EDUCATIONAL ATTAINMENT IS LESS THAN HIGH SCHOOL (12 YEARS OR 11 YEARS IN SOME CASES), ASK 20c. OTHERWISE SKIP TO 20d.

c. Why did you not finish school? ______

d. In addition to regular school, did you ever take any special training such as apprenticeship, a trade school, a business school course, or special training in the Armed Forces?
______Yes ______No (SKIP TO 21)

e. What kind of training was this?
______
(EXAMPLES: PRESSING, TAILORING, BARBERING, AUTO MECHANIC, WOODWORKING, COOKING)

f. When did you take it? ______

g. For how long did you take it? ______

h. Where did you take it? ______
(City or County) (State)

21. Would you be interested in taking some training now?

a. ______Yes - What kind of training would you like to get?
______

b. ______Yes, it depends (SPECIFY ON WHAT)
______
What kind of training would you like to get?
______

c. ______No - Why not?
______

d. ______Don't know.

Schedule III - B

Section V. Present Community Relationships

INTERVIEWER, STATE: NOW, I HAVE SOME QUESTIONS ABOUT YOUR TWO CLOSEST FRIENDS.

22. Does your best friend have a regular job? ______Yes ______No

   a. What is his usual occupation?

   ____

   (EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, MINISTER)

   b. About how old is he? _______(years)

   c. How many years of school did he complete? _______(years)

   d. How often do you usually see him?________________________

   e. What do you usually do together?________________________

   f. Do you often talk to him about problems having to do with work or finding work? ______Yes ______No

NOW, LET'S TALK ABOUT YOUR SECOND FRIEND.

23. Does he have a regular job? ______Yes ______No (SKIP TO 23b)

   a. What is his usual occupation?

   ____

   (EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, MINISTER)

   b. About how old is he? ________(years)

   c. How many years of school did he complete? ________(years)

   d. How often do you usually see him?________________________

   e. What do you usually do together?________________________

   f. Do you often talk to him about problems having to do with work or finding work? ______Yes ______No

24. Aside from these two friends, is there one person to whom you talk about problems having to do with work or finding work? ______Yes ______No (SKIP TO 25)

   a. Does he have a regular job? ______Yes ______No

   b. What is his usual occupation?

   ____

   (EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, MINISTER)

   c. How many years of school did he complete? ________(years)

25. Do you read any part of the newspaper regularly? ______Yes ______No (SKIP TO 26)

Schedule III - B

What part? PROBE TO DETERMINE IF HE READS WANT ADS. DO NOT ASK IF WANT ADS ARE READ.

a. ______News
b. ______Comics
c. ______Editorials
d. ______Sports
e. ______Want ads
f. ______Other (Specify)______________
____

26. When you are working,
 a. Do you take care of your own living expenses? ______Yes ______No
 b. Do you contribute to the support of anyone else? ______Yes ______No

27. Do you ever receive money from any source other than work?

				Nearest Dollar Per month
a.	Disability Benefits?	Yes	No	$__________
b.	Veterans Payments?	Yes	No	$__________
c.	Private Pension?	Yes	No	$__________
d.	Public Assistance?	Yes	No	$__________
e.	______Other (Specify)__________			

28. If you needed money badly, to whom would you go for help?

a. ______Wife
b. ______Parents
c. ______Other relatives
d. ______Girl friend
e. ______Male friend
f. ______Church
g. ______Other (Specify______________
____

29. If your friends or relatives could not help you where would you go for help?______________________________

IF RESPONDENT HAS NOT IDENTIFIED A WELFARE AGENCY IN 29, ASK 30.

30. Do you know the location of
 a. A welfare agency? ______Yes ______No
 b. State employment office? ______Yes ______No

31. Do you have a health problem? ______Yes ______No (SKIP TO 31d)

 a. What sort of problem?______________________________
 b. When did it develop? ______________________________
 c. Do you ever expect to regain full health? ______Yes ______No
 d. When did you last see a doctor?________ a dentist? __________

32. What do you do most of the time during your working hours when you are not working?______________________________

Schedule III - B

Section VI. Social Relations and Values

33. a. Do you believe you ever will have a job where you can win the respect of others? ______Yes ______No (SKIP TO 34a)

b. What sort of a job? ______________________________
(EXAMPLES: TRUCKDRIVER, COOK, BOOKKEEPER, MACHINIST)

34. a. Do you believe you can win the respect of others without having a job? ______Yes ______No (SKIP TO 34c)

b. How can you win the respect of others without having a job?
____

c. Do you believe that some men enjoy work and are happy while working? ______Yes ______No

35. a. Do you expect ever to have a job which is a source of satisfaction to you? ______Yes (SKIP TO 35c) ______No

b. Why not? ______________________________

c. What sort of job?
____
(EXAMPLES: TRUCKDRIVER, COOK, BOOKKEEPER, MACHINIST)

36. a. Do you believe that there are ways for a man like you to get by and have a good life without working? ______Yes ______No (SKIP TO 37)

b. How? ______________________________

37. Do you believe you will make enough money to live as you would like to? ______Yes ______No (STOP)

38. What kind of job would you need to accomplish this goal?
____

39. Are you qualified for that kind of work? ______Yes (STOP) ______No

40. Do you plan to seek training to become qualified for this job? ______Yes ______No

Appendix C-8

Schedule III-C

ADULT WORKER (25-54 YEARS)
Schedule C

Section III. Family Characteristics.

IF THIS PERSONAL INTERVIEW IS PART OF A HOUSEHOLD INTERVIEW, USE ANSWERS FROM THE HOUSEHOLD SURVEY CONTROL SCHEDULE AS APPROPRIATE. IF RESPONDENT IS INTERVIEWED AT HIS PLACE OF RESIDENCE, SKIP TO 10b.

10. a. Where do you live?

_______House	______Hotel
_______Apartment	______Other (Specify)__________
_______Rooming house	____________________________

b. Do any other members of your family live at the place where you live? ______Yes ______No (SKIP TO 11a)

c. Who are they?

______Wife	______Daughters (number______)
______Mother	______Brothers (number______)
______Father	______Sisters (number______)
______Sons (number_____)	______Other (Specify)____________
	____________________________

d. Do you live at your father's (mother's) house? ______Yes (SKIP TO 10f) ______No

e. How old were you when you moved out of your father's (mother's) house? __________(years)

f. Who all contributes to the support of your household?

List According To Relationship To Respondent	Dollars Per Month
Respondent	$______
____________	$______
____________	$______
____________	$______
____________	$______

IF MOTHER AND/OR FATHER DO NOT APPEAR IN 10c, ASK 11a, 11b, AND 11c.

Schedule III - C

11. a. Is your father living? ______Yes ______No (SKIP TO 11c)

b. About how old is he? _______(years)
c. Is your mother living? ______Yes ______No
d. Do (did) your parents speak or understand any other language besides English? ______Yes ______No (SKIP TO 12a)

e. What language is (was) spoken in your home? ________________

12. a. Is (did) your father working (work)? ______Yes ______No
b. Does (did) he usually work? ______Yes ______No (SKIP TO 13a)

c. What is (was) your father's usual occupation?

____

(EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, BOOTBLACK)

d. How many years of school did your father complete? ______(years)

13. a. Is (did) your mother working (work)? ______Yes ______No
b. Does (did) she usually work? ______Yes ______No (SKIP TO 14a)

c. What is (was) her usual occupation?

____

(EXAMPLES: MAID, HOUSEKEEPER, HAIRDRESSER, WAITRESS, SCHOOL TEACHER, PRACTICAL NURSE)

d. How many years of school did your mother complete? ______(years)

14. a. What is your present marital status?

_______Never married
_______Married, living with wife
_______Married, but separated
_______Widower
_______Divorced

_______Married, living apart, but separated
Explain______________
____

IF NEVER MARRIED, SKIP TO 20a.

b. How many years of school did your wife complete? ______(years)

IF WIDOWER, SKIP TO 15a.

c. Is she working? ______Yes ______No
d. Does she usually work? ______Yes ______No (SKIP TO 15)

e. What is her usual occupation?

____

(EXAMPLES: MAID, HOUSEKEEPER, HAIRDRESSER, WAITRESS, SCHOOL TEACHER, PRACTICAL NURSE)

15. a. Do you have any children? ______Yes ______No (SKIP TO 20a)

b. How many sons? ________

c. How many daughters? ________

NOW I WANT TO TALK WITH YOU ABOUT YOUR CHILDREN OVER 14 YEARS OF AGE. (INCLUDE CHILDREN WHO HAVE LEFT HOME)

16. a. How old is your oldest son? _______(years)

b. Is he presently in school? ______Yes (SKIP TO 16d) ______No

c. How many years of school did he complete? _________(years)

d. In what year of school is he now? _______(years)

e. Is he working? ______Yes ______No (SKIP TO 17)

f. What kind of work does he do?

____

(EXAMPLES: TRUCKDRIVER, 8TH GRADE ENGLISH TEACHER, PAINT SPRAYER, REPAIRS TV SETS, GROCERY CHECKER, CIVIL ENGINEER, FARMER.)

g. For what kind of business or industry does he work?

____

(EXAMPLES: POULTRY HATCHERY, JUNIOR HIGH SCHOOL, AUTO ASSEMBLY PLANT, RADIO AND TV SERVICE, RETAIL SUPERMARKET, HIGHWAY CONSTRUCTION, FARM)

17. a. How old is your oldest daughter? ________(years)

b. Is she presently in school? ______Yes (SKIP TO 17d) ______No

c. How many years of school did she complete? ______(years)

d. In what year of school is she now? ________(year)

e. Is she working? ______Yes ______No (SKIP TO 18)

f. What kind of work does she do?

____

(EXAMPLES: MAID, HOUSEKEEPER, 8TH GRADE ENGLISH TEACHER, WAITRESS, HAIRDRESSER)

NOW LET'S TALK ABOUT YOUR YOUNGEST SON WHO IS AT LEAST 14 YEARS OF AGE.

Schedule III - C

18. a. How old is your youngest son? _______(years)
b. Is he presently in school? ______Yes (SKIP TO 18d) ______No
c. How many years of school did he complete? _______(years)
d. In what year of school is he now? _______(year)
e. Is he working? ______Yes ______No (SKIP TO 19)
f. What kind of work does he do? ____________________

(EXAMPLES: TRUCKDRIVER, PAINT SPRAYER, REPAIRS TV SETS, GROCERY CHECKER, FARMER)

g. For what kind of business or industry does he work? ____________________

(EXAMPLES: POULTRY HATCHERY, AUTO ASSEMBLY PLANT, RADIO AND TV SERVICE, RETAIL SUPERMARKET, HIGHWAY CONSTRUCTION, FARM)

Section IV. Educational Experience of Respondent

19. a. How many years of school did you complete? ______(years)
b. Where were you living when you went to school?

Elementary	High School	College	
_______	______	_______	In a large city (100,000 population or more)
_______	______	_______	In a suburb near a large city
_______	______	_______	In a small or middlesized city or town (under 100,000 population but not in a suburb of a large city)
_______	______	_______	Open country

IF EDUCATIONAL ATTAINMENT IS LESS THAN HIGH SCHOOL (12 YEARS OR 11 YEARS IN SOME CASES, ASK 19c. OTHERWISE SKIP TO 19d.

c. Why did you not finish school? ____________________
d. In addition to regular school, did you ever take any special training such as apprenticeship, a trade school, a business school course, or special training in the Armed Forces?

______Yes ______No (SKIP TO 20)

e. What kind of training was this? ____________________

(EXAMPLES: PRESSING, TAILORING, BARBERING, AUTO MECHANIC, WOODWORKING, COOKING)

f. When did you take it? ____
g. For how long did you take it? _____________________________________
h. Where did you take it? ____
City or County) (State)

20. Would you be interested in taking some training now?
a. _____Yes - What kind of training would you like to get?
____

b. _____Yes, it depends (SPECIFY ON WHAT)
____

What kind of training would you like to get?
____

c. ______ No - Why not?
____

d. ______ Don't know

Section V. Present Community Relationships

21. a. Is there one person who has been helpful to you in looking for work? ______Yes ______No (SKIP TO 22)

b. Does he have a regular job? ______Yes ______No
c. What is his usual occupation?
____
(EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, MINISTER)

d. How many years of school did he complete? ________(years)

22. Do you read any part of the newspaper regularly? ______Yes ______No (SKIP TO 23)

What part? PROBE TO DETERMINE IF HE READS WANT ADS. DO NOT ASK IF WANT ADS ARE READ.

a. ______News
b. ______Comics
c. ______Editorials
d. ______Sports
e. ______Want ads
f. ______Other (Specify)________________________
____

23. When you are working,
a. Do you take care of your own living expenses? _____Yes _____No
b. Do you contribute to the support of anyone else?_____Yes _____No

Schedule III - C

24. Do you ever receive money from any source other than work?

				Nearest Dollar Per Month
a.	Disability Benefits?	Yes	No	$_____
b.	Veterans Payments?	Yes	No	$_____
c.	Private Pension?	Yes	No	$_____
d.	Public Assistance?	Yes	No	$_____
e.	_____Other (Specify)			$_____

25. If you needed money badly, to whom would you go for help?

a._____Wife
b._____Parents
c._____Other relatives
d._____Girl friend
e._____Male friend
f._____Other (Specify)_____

26. If your friends or relatives could not help you where would you go for help?_____

IF RESPONDENT HAS NOT IDENTIFIED A WELFARE AGENCY IN 26, ASK 27.

27. Do you know the location of
a. A welfare agency? _____Yes _____No
b. State employment office? _____Yes _____No

28. Do you have a health problem? _____Yes _____No
a. What sort of problem?_____
b. When did it develop? _____
c. Do you ever expect to regain full health? _____Yes _____No
d. When did you last see a doctor? _____ a dentist? _____

29. What do you do most of the time during your waking hours when you are not working? _____

Section VI. Social Relations and Values

30. a. Do you believe you ever will have a job where you can win the respect of others? _____Yes _____No (SKIP TO 31a)

b. What sort of a job? _____
(EXAMPLES: TRUCKDRIVER, COOK, BOOKKEEPER, MACHINIST)

31. a. Do you believe you can win the respect of others without having a job? _____Yes _____No (SKIP TO 32c)

Schedule III - C

31. b. How can you win the respect of others without having a job?

____

c. Do you believe that some men enjoy work and are happy while working? ______Yes ______No

32. a. Do you expect ever to have a job which is a source of satisfaction to you? ______Yes (SKIP TO 33c) ______No

b. Why not?______________________________

c. What sort of job?

____

(EXAMPLES: TRUCKDRIVER, COOK, BOOKKEEPER, MACHINIST)

33. a. Do you believe that there are ways for a man like you to get by and have a good life without working?

______Yes ______No (STOP)

b. How?______________________________

Appendix C-9

Schedule III-D

ADULT WORKER (25-54 YEARS)
Schedule D

Section III. Family Characteristics

IF THIS PERSONAL INTERVIEW IS PART OF A HOUSEHOLD INTERVIEW, USE ANSWERS FROM THE HOUSEHOLD SURVEY CONTROL SCHEDULE AS APPROPRIATE. IF RESPONDENT IS INTERVIEWED AT HIS PLACE OF RESIDENCE, SKIP TO 10b.

10. a. Where do you live?

______House
______Apartment
______Rooming House
______Hotel
______Other (Specify)__________
____

b. Do any other members of your family live at the place where you live?

______Yes ______No (SKIP TO 11a)

c. Who are they?

______Wife
______Mother
______Father
______Sons (number_____)
______Daughters (number_______)
______Brothers (number_______)
______Sisters (number_______)
______Other (Specify)__________
____

d. Do you live at your father's (mother's) house?

______Yes (SKIP TO 10f) ______No

e. How old were you when you moved out of your father's (mother's) house?________________

f. Who all contributes to the support of your household?

List According to Relationship To Respondent	Dollars Per Month
Respondent	$
	$
	$
	$
	$

IF MOTHER AND/OR FATHER DO NOT APPEAR IN 10c, ASK 11a, 11b, AND 11c.

Schedule III - D

11. a. Is your father living? ______Yes ______No (SKIP TO 11c)

b. About how old is he? _______(years)

c. Is your mother living? ______Yes ______No

d. Do (did) your parents speak or understand any other language besides English? ______Yes ______No (SKIP TO 12a)

e. What language is (was) spoken in your home? ________________

12. a. Is (did) your father working (work)? ______Yes ______No

b. Does (did) he usually work? ______Yes ______No (SKIP TO 13a)

c. What is (was) your father's usual occupation?

____

(EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, BOOTBLACK)

d. How many years of school did your father complete? _____(years)

13. a. Is (did) your mother working (work)? ______Yes ______No

b. Does (did) she usually work? ______Yes ______No (SKIP TO 14a)

c. What is (was) her usual occupation?

____

(EXAMPLES: MAID, HOUSEKEEPER, HAIRDRESSER, WAITRESS, SCHOOL TEACHER, PRACTICAL NURSE)

d. How many years of school did your mother complete? _____(years)

14. a. What is your present marital status?

______Never married
______Married, living with wife
______Married, but separated
______Widower
______Divorced
______Married, living apart, but separated
Explain________________
____

IF NEVER MARRIED, SKIP TO 20a.

b. How many years of school did your wife complete? ______(years)

IF WIDOWER, SKIP TO 15a.

c. Is she working? ______Yes ______No

d. Does she usually work? ______Yes ______No (SKIP TO 15)

e. What is her usual occupation?

____
(EXAMPLES: MAID, HOUSEKEEPER, HAIRDRESSER, WAITRESS, SCHOOL TEACHER, PRACTICAL NURSE)

15. a. Do you have any children? ______Yes ______No (SKIP TO 20a)

b. How many sons?________

c. How many daughters?_______

NOW I WANT TO TALK WITH YOU ABOUT YOUR CHILDREN OVER 14 YEARS OF AGE. (INCLUDE CHILDREN WHO HAVE LEFT HOME)

16. a. How old is your oldest son?________(years)

b. Is he presently in school? ______Yes (SKIP TO 16d) ______No

c. How many years of school did he complete?_______(years)

d. In what year of school is he now?_______(years)

e. Is he working? ______Yes ______No (SKIP TO 17)

f. What kind of work does he do?

____
(EXAMPLES: TRUCKDRIVER, 8TH GRADE ENGLISH TEACHER, PAINT SPRAYER, REPAIRS TV SETS, GROCERY CHECKER, CIVIL ENGINEER, FARMER)

g. For what kind of business or industry does he work?

____
(EXAMPLES: POULTRY HATCHERY, JUNIOR HIGH SCHOOL, AUTO ASSEMBLY PLANT, RADIO AND TV SERVICE, RETAIL SUPERMARKET, HIGHWAY CONSTRUCTION, FARM)

17. a. How old is your oldest daughter?_______(years)

b. Is she presently in school? ______Yes (SKIP TO 17d) ______No

c. How many years of school did she complete?________(years)

d. In what year of school is she now?________(years)

e. Is she working? ______Yes ______No (SKIP TO 18)

f. What kind of work does she do?

____
(EXAMPLES: MAID, HOUSEKEEPER, 8TH GRADE ENGLISH TEACHER, WAITRESS, HAIRDRESSER)

NOW LET'S TALK ABOUT YOUR YOUNGEST SON WHO IS AT LEAST 14 YEARS OF AGE.

18. a. How old is your youngest son? ______(years)

b. Is he presently in school? ______Yes (SKIP TO 18d) ______No

c. How many years of school did he complete? ______(years)

d. In what year of school is he now? ______(years)

e. Is he working? ______Yes ______No (SKIP TO 19)

f. What kind of work does he do?

____

(EXAMPLES: TRUCKDRIVER, PAINT SPRAYER, REPAIRS TV SETS, GROCERY CHECKER, FARMER)

g. For what kind of business or industry does he work?

____

(EXAMPLES: POULTRY HATCHERY, AUTO ASSEMBLY PLANT, RADIO AND TV SERVICE, RETAIL SUPERMARKET, HIGHWAY CONSTRUCTION, FARM)

Section IV. Educational Experience of Respondent

19. a. How many years of school did you complete? ______(years)

b. Where were you living when you went to school?

Elementary	High School	College	
______	______	______	In a large city (100,000 population or more)
______	______	______	In a suburb near a large city
______	______	______	In a small or middlesized city or town (under 100,000 population but not in a suburb of a large city)
______	______	______	Open country

IF EDUCATIONAL ATTAINMENT IS LESS THAN HIGH SCHOOL (12 YEARS OR 11 YEARS IN SOME CASES), ASK 19c. OTHERWISE SKIP TO 19d.

c. Why did you not finish school? ______________________

d. In addition to regular school, did you ever take any special training such as apprenticeship, a trade school, a business school course, or special training in the Armed Forces?

______Yes ______No (SKIP TO 20)

e. What kind of training was this?

____

(EXAMPLES: PRESSING, TAILORING, BARBERING, AUTO MECHANIC, WOODWORKING, COOKING)

f. When did you take it?______________________________

g. For how long did you take it?______________________

h. Where did you take it?_____________________________
(City or County) (State)

20. Would you be interested in taking some training now?

a.______Yes - What kind of training would you like to get?

____

b.______Yes, it depends (SPECIFY ON WHAT)

What kind of training would you like to get?

____

c.______No - Why not?

____

d.______Don't know

Section V. Present Community Relationships

21. a. Is there one person who has been helpful to you in looking for work? ______Yes ______No (SKIP TO 22)

b. Does he have a regular job? ______Yes ______No

c. What is his usual occupation?

____

(EXAMPLES: CARPENTER'S HELPER, TRUCKDRIVER, WAITER, COOK, MINISTER)

d. How many years of school did he complete?______

22. Do you read any part of the newspaper regularly?
______Yes ______No (SKIP TO 23)

What part? PROBE TO DETERMINE IF HE READS WANT ADS. DO NOT ASK IF WANT ADS ARE READ.

a.______News
b.______Comics
c.______Editorials
d.______Sports
e.______Want ads
f.______Other (Specify)________
____

23. When you are working,

a. Do you take care of your own living expenses?
______Yes ______No

b. Do you contribute to the support of anyone else?
______Yes ______No

Schedule III - D

24. Do you ever receive money from any source other than work?

				Nearest Dollar Per Month
a.	Disability Benefits?	Yes	No	$________
b.	Veterans Payments?	Yes	No	$________
c.	Private Pension?	Yes	No	$________
d.	Public Assistance?	Yes	No	$________
e.	______Other (Specify)__________________			$________

25. If you needed money badly, to whom would you go for help?

a.______Wife	d.______Girl friend
b.______Parents	e.______Male friend
c.______Other relatives	f.______Other (Specify)__________

26. If your friends or relatives could not help you where would you go for help?______________________________

IF RESPONDENT HAS NOT IDENTIFIED A WELFARE AGENCY IN 26, ASK 27.

27. Do you know the location of
   a. A welfare agency? ______Yes ______No
   b. State employment office? ______Yes ______No

28. Do you have a health problem? ______Yes ______No
   a. What sort of problem?______________________________
   ____
   b. When did it develop?______________________________
   c. Do you ever expect to regain full health? ______Yes ______No
   d. When did you last see a doctor?________a dentist__________

29. What do you do most of the time during your waking hours when you are not working?______________________________

Section VI. Social Relations and Values

30. a. Do you believe you ever will have a job where you can win the respect of others? ______Yes ______No (SKIP TO 31a)
   b. What sort of a job?______________________________
   (EXAMPLES: TRUCKDRIVER, COOK, BOOKKEEPER, MACHINIST)

31. a. Do you believe you can win the respect of others without having a job? ______Yes ______No (SKIP TO 32c)
   b. How can you win the respect of others without having a job?
   ____

Schedule III - D

c. Do you believe that some men enjoy work and are happy while working? ______Yes ______No

32. a. Do you expect ever to have a job which is a source of satisfaction to you? ______Yes (SKIP TO 33c) ______No

b. Why not?______________________________

c. What sort of job?

____

(EXAMPLES: TRUCKDRIVER, COOK, BOOKKEEPER, MACHINIST)

33. a. Do you believe that there are ways for a man like you to get by and have a good life without working?

______Yes ______No (STOP)

b. How?______________________________

34. Do you believe you will make enough money to live as you would like to? ______Yes ______No (STOP)

35. What kind of job would you need to accomplish this goal?

____

36. Are you qualified for that kind of work? ______Yes (STOP) ______No

37. Do you plan to seek training to become qualified for this job?

______Yes ______No

Appendix C-10

Schedule IV-A

HOUSEHOLD SURVEY
CONTROL SCHEDULE

Labor Force Nonparticipant Study
Personal Interview Schedule

Household No. __________

The United States Department of Labor is interested in knowing why some people have difficulty in finding jobs, and the University of Houston is cooperating with the Federal Government in a study of problems people have when they do not work.

We want to identify men between the ages of 18 and 54 who have been unable to find work, and I have some questions to ask you about people living in your household. Your answers are by law confidential, and I want to tell you that the information you give me will not be used for purposes of taxation, regulation, or investigation.

Tract Number ________________

Address ______________________

Telephone Number ____________

1. First, will you give me your name?

____

2. INTERVIEWER, CHECK ETHNIC IDENTITY AND SEX.

   a. ______white ______Negro ______white with Spanish surname

   b. ______male ______female

3. What is the name of the head of this household?

____

Schedule IV - A

4. Now I have some questions about all other persons who are living or staying here. Will you give me the names of all persons staying here and all persons who usually live here and are absent.

OBTAIN THE AGE, SEX, AND RELATIONSHIP TO THE HEAD OF THE HOUSEHOLD FOR EACH PERSON RESPONDENT NAMES. CIRCLE LETTER FOR LINE ON WHICH RESPONDENT'S NAME APPEARS.

Line No.	Name (Last Name First)	Relationship to Household Head (Example: Head, Wife, Son, Daughter-in-Law Lodger, etc.	Household Member Circle Y-Yes N-No	Age Last Birthday (Years)	Sex M-Male F-Female	Marital Status (NM, M, Wd., Sep., or Div.)
a			Y N			
b			Y N			
c			Y N			
d			Y N			
e			Y N			
f			Y N			
g			Y N			

5. I have listed (READ NAMES IN ITEM 4). Is there anyone else staying here? ______Yes ______No
IF YES, ADD TO LIST ABOVE.

6. Have I missed anyone who usually lives here but is temporarily away on business? at school? in a hospital? or on a visit or vacation? ______Yes ______No
IF YES, ADD TO LIST in 4.

Appendix C-11

Schedule IV-B

HOUSEHOLD CONTROL SCHEDULE

Labor Force Status of 18-54 Year old Males

Household No. __________

Male No. _______________

USE ONE OF THESE SCHEDULES FOR EACH 18 TO 54 YEAR-OLD MALE APPEARING IN ITEM 4. STATE: NOW I WANT TO TALK WITH YOU ABOUT EACH MALE LIVING HERE WHO IS BETWEEN 18 AND 54 YEARS OF AGE.

7-1. Does _________________________ have a regular job? ______Yes ______No
IF YES, ASK ABOUT NEXT MALE APPEARING IN ITEM 4.

7-2. Did ____________________ work at any time LAST WEEK? ______Yes ______No
INCLUDE PART-TIME WORK SUCH AS A SATURDAY JOB, HELPING ON A FARM, OR DELIVERING PAPERS. DO NOT COUNT OWN HOUSE WORK.

7-3. How about the previous week? ______Yes ______No

7-4. And the week before that? ______Yes ______No

7-5. Any time during the last month? ______Yes ______No
IF NO TO 7-1, 7-2, 7-3, 7-4, AND 7-5, ASK

7-6. a. Is he able to work? ______Yes ______No
b. Is he retired? ______Yes ______No
c. Is there any other reason why he is not working? If yes, specify______________
____

IF THIS MALE DID NOT WORK LAST WEEK, ASK 8-1.

8-1. Was __________________ looking for work last week? ______Yes (SKIP TO 8-3) ______No

8-2. Even though _________________ did not work last week, does he have a job at which he usually works? ______Yes (STOP) ______No

8-3. When would be the best time for me to meet and talk with him? _______________________________________

8-4. Will you ask him to meet me here then? ______Yes ______No